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ABSTRACT

A three-phase assessment was conducted to field test a curriculum developed to expand career horizons for both young men and young women and to help eliminate sex role stereotyping. Intended for grades 7-14, this curriculum emphasized the increasing options for women in vocational education programs and non-traditional careers. First, the curriculum was pilot tested using a first-draft version of all materials in two Illinois high schools with two classes. As a result, a few problems in implementing the curriculum and assessment instruments were identified and the materials were revised. In the second phase, the revised version was tried out in four Illinois schools with eight classes and resulted in further refinement of materials and administration procedures. In the final phase of the field test, the curriculum was used in seven Illinois schools with eleven classes. An analysis of the results showed that male and female students at all grade levels participating learned from and enjoyed the course. However, female students and students with female teachers seemed to be more sensitive to the problems of sex discrimination. Based on all the data, it was concluded that the curriculum could be used with male and female students in all parts of Illinois and at all secondary grade levels. (BM)

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REPORT OF THE FIELD TESTING AND VALIDATION OF

EXPANDING CAREER HORIZONS

Prepared by:

Arlene Fink, Ph.D. and Jacqueline Kosecoff, Ph.D.

Steiger, Fink & Kosecoff, Inc.

Los Angeles, California

Submitted to:

Department of Adult, Vocational and Technical Education

Illinois Office of Education

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INTRODUCTION

The United States Congress enacted Public Law 92-318, Title IX, in 1972. This law forbids sex discrimination in education. The draft regulations to implement the law, issued in 1974, require vocational schools that have discriminated against women to take affirmative action to redress the balance. As one major step, Steiger, Fink & Kosecoff, Inc. (SFK) with the assistance of the Division of Adult, Vocational and Technical Education (DAVTE) of the State of Illinois developed a course of study that was designed to orient students to the need for women to seek vocational training in a wide variety of fields and to provide them with some of the basic information about roles and responsibilities of men and women in the labor force. This report describes the systematic field testing and validation of the course of study, Expanding Career Horizons.

The purposes of systematically field testing the course of study, Expanding Career Horizons, were to provide empirical evidence that it could be used within the standard educational curriculum throughout Illinois and to demonstrate that a variety of students could learn from the materials and would like to work with them. Field testing was conducted by adapting an evaluation model developed by Fink and Kosecoff.* According to this model, the systematic field testing and validation of a course of study or set of curriculum materials like Expanding Career Horizons should pass through three phases: pilot testing, field testing, and operational field testing. The overall goals of the three phases are to provide valid and reliable information about the effectiveness of the materials and to identify areas for improving them. At the conclusion of field testing, the model assumes that if materials are used as specified, they will achieve their objectives with their intended audiences.

* Fink, A. and Kosecoff, J., An Evaluation Primer, Washington, D.C.: Capitol Publications, 1977.

Pilot testing involves the use of a first-draft version of all materials with a relatively small and select group of learners. The primary aim of pilot testing is to determine whether there are any major problems in implementing the materials and whether or not they are generally appropriate for learners. Information about problems and appropriateness is collected relatively informally and reliance is placed on subjective comments about the materials. Any "hard" data are obtained from newly-developed and untried assessment instruments. The pilot testing of Expanding Career Horizons was constructed with only two high schools and four classes. The materials were a preliminary version that had been tried out successfully with one high school class several months before, and it contained a Teachers' Guide, student materials, and assessment instruments. Designed for use with learners in grades 7-14, the materials provided five activity-oriented lessons in which students were given a minimum amount of reading, but were asked to participate in activities like role playing and a game. The specific objectives of the pilot test materials were that the student would be able to understand:

1. the meaning of sex stereotyping of jobs
2. that it is illegal under Federal law to discriminate by sex in employment
3. the patterns of women's labor force and the consequences of those patterns
4. the effects of women's participation on the labor force on standard of living
5. the proolems of sex bias in guidance tests

For the pilot test, the assessment instruments consisted of newly-developed objectives-based achievement tests, a Student Reaction Questionnaire, and a Teacher's Reaction Questionnaire. As a result of pilot testing, a few problems in implementing the curriculum and assessment instruments and

with their appropriateness were identified. These were corrected in time for the next phase of the field test.

Field testing, the second phase of the Fink and Kosecoff model, involves trying out all materials with a relatively large audience of intended learners. At this point, it is also assumed that any major problems are known and can be controlled through teacher training and/or by sensitive interpretations of data that result from the assessment instruments. For the field test, Expanding Career Horizons was tried out in four high schools with eight classes. The form and objectives of the materials remained the same as they had been during pilot testing and the assessment instruments received only minor adjustments. As a result of the field test, the curriculum was refined further and the administration procedures for the objectives-based achievement tests were modified.

Operational field testing, the third phase of the Fink and Kosecoff field test and validation model, involves trying the materials out with a large and varied group of intended learners and using information collected from validated instruments. It is assumed that information obtained from this field test phase will be used to produce a final and complete set of materials that are likely to accomplish their objectives. It is further assumed that the only subsequent modifications will be editorial or graphic.

The operational field testing of Expanding Career Horizons involved the use of relatively sophisticated materials with 7 schools and 11 classes. Although the objectives remained the same as they had been during the pilot and field tests, lessons had been tightened and students' interests attended to. Further, the assessment instruments had been subjected to extensive statistical analyses.

FIELD TEST PROCEDURES

A four-component field test procedure was devised that involved selecting schools, teachers, and students, the organization of field test logistics, training teachers, and the conduct of three rounds of field testing and validation. At the same time, a series of information collection instruments was developed and validated so that student progress and attitudes and teachers' reactions could be assessed, and the resulting information used as a basis for determining how well the curriculum was achieving its objectives.

Selecting Schools

Schools were selected to participate in the field test were geographically and demographically representative of the State of Illinois, and serviced the different levels of education (from junior high to community college) that might benefit from the materials. The starting point for school selection was the DAVTE's division of Illinois into six regions and Cook County. From this, metropolitan and non-metropolitan districts were identified containing schools at different levels that were interested in participating in the field test. Table 1 describes the final selection of school districts and schools.

Table 1: School Selection Plan

School District	Location	Demography	Level of Education
East St. Louis School District 189	southern Illinois	Metropolitan	Junior high school (Two separate ones)
Herrin C.U. School District 4	southern Illinois	Non-metropolitan	High school
Joliet Township School District 204	northern Illinois	Metropolitan	High school
Mattoon C.U. School District #2	central Illinois	Non-metropolitan	High school
Pekin Community High School District 303	central Illinois	Metropolitan	Vocational center
Richland Community College District 537	central Illinois	Metropolitan	Community College
Sycamore C.U. School District 427	northern Illinois	Non-metropolitan	High school
Township High School District 214	northern Illinois	Metropolitan	High school

As can be seen from Table 1, the distribution of schools was:

- 3 schools from southern Illinois; 3 schools from northern Illinois; 3 schools from central Illinois
- 7 metropolitan schools; 2 non-metropolitan schools
- 5 high schools; 2 junior high schools; 1 vocational center; and 1 community college

The selection of school districts was begun in September, 1975. By April, 1976, all participating schools were selected.

Field Test Logistics

To ensure the participation of schools and teachers in the field test, a variety of individuals were contacted and informed of the purposes of the project. Typically, one vocational director, one director of a center, career education director, director of guidance, district coordinator, or dean was telephoned and asked for assistance. These individuals were informed of the purpose of the field test, the objectives of the materials, and the extent of involvement that schools, teachers, and students would be asked to accept. Further, it was pointed out that training sessions would be held for teachers to fully acquaint them with the course of study and the procedures for collecting and returning field test information. Finally, an honorarium was offered to cover the costs of using the courses of study and participating in the field test. To ensure the standardization of the telephone conversations, a form, which can be found at the end of this section in Figure 1, was developed as a guide. In addition, a letter was sent summarizing the conversation. A sample copy of a typical letter is also given at the end of this section in Figure 2.

Approximately one week after the original phone conversation, the director was contacted again for the names and addresses of teachers who would be participating in the field test. The teachers were then sent

a letter of introduction to the field test like the one also given at the end of this section in Figure 3.

There was one exception to the implementation of the field test logistics. Obtaining the cooperation of a community college was more difficult than anticipated, and the DAVTE's special contacts and assistance were required.

Training the Teachers

Expanding Career Horizons has been designed to contain all information necessary for conducting classes. Teachers are provided with explanatory materials, discussion questions, and references. Despite this, all-day workshops were held for teachers in Springfield, Illinois on two separate occasions in order to ensure that the materials were usable from the teacher's point of view and that they would be used as intended. The two workshops were held on November 6, 1975 and March 4, 1976 just before major field testing activities.

The Field Test Schedule

There were three rounds of field testing corresponding to Fink's and Kosecoff's three-stage model.

Round 1 (pilot testing)

Herrin C.U. School District 4	November, 1975
Joliet Township School District 204	November, 1975

Round 2 (field testing)

Herrin C.U. School District 4	January, 1976
Joliet Township School District 204	February, 1976
Mattoon C.U. School District 2	January, 1976
Sycamore C.U. School District 427	January, 1976

Round 3 (optional field testing)

Herrin C.U. School District 4	March/April, 1976
Joliet Township School District 204	March, 1976
Township High School District 214	April, 1976
Richland Community College District 537	March, 1976

Pekin Community High School District 303 March, 1976

East St. Louis School District 189 April, 1976

Although there were some revisions in the schedule, such as when a teacher got ill, took an extra day to teach the lessons, etc., the teaching schedules were generally adhered to.

It should be noted that Herrin and Joliet participated in all three rounds of field testing so that the progress of the materials could be monitored in a single setting just in case there were any occurrences that could only be observed over time. Further, it was anticipated that intensive use of the materials would facilitate the creation of an atmosphere that encouraged teachers to be as frank as possible in offering suggestions for improving the course of study.

Figure 1:

Form for Standardizing Results of Conversations with Vocational Directors; Director of Career Education; Director of Secondary Education

1. Name of person to be called: _____

2. Phone number: _____

3. Introduce yourself and explain the reason for the phone call, e.g., to obtain assistance in securing a (high school, junior high school, area vocational center, community college) to participate in a field test of a five-lesson course of study called Expanding Career Options. (You should describe in detail the need for the course, its five objectives, and the purpose of field testing.)

4. Explain the importance of obtaining a school in the area (geographical demographic or school-level representation). Ask for the name of the school's head.

5. Describe the course as activity-oriented, requiring five consecutive lessons.

6. Explain the procedures and schedule for teacher training; data collection (teachers fill out a questionnaire, students are tested and asked for their opinions). Point out that all data are confidential and used only for revising the course.

7. Ask for an introduction to the school's head so that when he/she is called by SFS he/she is prepared.

8. Describe the honorarium procedures (sent only when a school completes participation) and ask how the check is to be made out and where it is to be sent.

9. Inform the person that a brief letter will follow describing the contents of the conversation.

LIST ANY PROBLEMS OR COMMENTS:

STEIGER, FINK AND SMITH, INC.
EDUCATION RESEARCH AND DEVELOPMENT

EAST COAST OFFICE:
6723 [illegible]NE LANE ROAD
MCLEAN, VIRGINIA 22101
(703) 821-2717

WEST COAST OFFICE:
2254 CHELAN PLACE
LOS ANGELES, CA. 90068
(213) 874-8056

October 15, 1975

Mr. William Branvold
Mattoon County Unified School District
2601 Walnut Avenue
Mattoon, Illinois 61938

Dear Mr. Branvold:

Thank you very much for agreeing to help the Division of Vocational and Technical Education of the Illinois Office of Education and Steiger, Fink and Smith, Inc., to develop and field test a five-lesson course of study called Expanding Career Options. The course is designed to enable young men and women to understand:

- the meaning of sex stereotyping of jobs
- that it is illegal under Federal law to discriminate by sex in employment
- the patterns of women's labor force participation and the consequences of those patterns
- the effects of women's participation in the labor force on family
- the problem of sex bias in guidance tests

As I mentioned during our phone conversation of October 15, 1975, a preliminary version of the course was tried out in Sycamore, Illinois in May, 1975 and the results were favorable. The Divison of Vocational and Technical Education and Steiger, Fink and Smith are now ready to broaden the field test to include schools throughout Illinois. We are therefore asking your assistance in the field test activities.

To try out the course, we would like two high school teachers of classes that are "mixed," having boys and girls, and although these classes can be in vocational education, it is not essential, and other subject matters will be welcome. We are not concerned with the students' grace level since the course is designed for all 10th, 11th, and 12th graders.

The dates selected for teaching the course are January 26, 1976 - January 30, 1976. There are five lessons that should be taught on consecutive days, totalling about five hours of class time. All course lessons are self-contained and include a detailed teachers' guide and student materials.

Figure 2, continued:

The Division of Vocational and Technical Education and Steiger, Fink and Smith are extremely grateful for your willingness to assist us in field testing the course of study. We look forward to meeting and working with you.

Sincerely,

Arlene Fink

Arlene Fink, Ph.D.
Vice President

AF:skn

Figure 3:

STEIGER, FINK AND SMITH, INC.
EDUCATION RESEARCH AND DEVELOPMENT

EAST COAST OFFICE:
6723 TOWNE LANE ROAD
MCLEAN, VIRGINIA 22101
(703) 821-2717

WEST COAST OFFICE:
2254 CHELAN PLACE
LOS ANGELES, CA. 90068
(213) 874-6056

October 27, 1975

Mrs. Barbara Clark
c/o Mr. Richard Burget
Joliet Township High School
District 204
201 East Jefferson
Joliet, Illinois 60432

Dear Mrs. Clark:

Thank you very much for helping the Division of Vocational and Technical Education of the Illinois Office of Education and Steiger, Fink and Smith, Inc., to develop and field test a five-lesson course of study called Expanding Career Options. As Mr. Burget may have told you, the course is designed to enable young men and women to understand:

- the meaning of sex sterotyping of jobs
- that it is illegal under Federal law to discriminate by sex in employment
- the patterns of women's labor force participation and the consequences of those patterns
- the effects of women's participation in the labor force on family
- the problem of sex bias in guidance tests

A preliminary version of course was tried out in Sycamore, Illinois in May, 1975, and the results were favorable. The Division of Vocational and Technical Education and Steiger, Fink and Smith are now ready to broaden the field test to include schools throughout Illinois. We are therefore seeking your assistance in the field test activities. These activities will require your students to use a specially written set of instructional materials for five consecutive periods. The materials include readings, topics for discussion, exercises and a game. At the conclusion of the lessons, each student will be given a brief test of achievement and attitude. Although the results will be kept confidential and will only be used to enrich the instructional materials, you will receive a copy of the results for your class.

To fully acquaint you with the course of study, we are planning a one-day workshop in Springfield on November 6, 1975. The workshop will be held at the Illinois Office of Education, 100 North First Street, Room 4NA from 9:00 a.m. to 4:00 p.m. You will be reimbursed for all travel costs and receive up to $25.00 per day for personal expenses. We will also be sending you a copy of all the instructional materials to ready in preaparation for the workshop.

Figure 3, continued:

To fully acquaint the teachers with the course's content and procedures, we will sponsor a training workshop in Springfield on November 6, 1975. The workshop will take approximately two days (one day for training and one day for travel). The teachers will be compensated by us for their travel, time and expenses. To acknowledge their and the high school's time and effort, and to defray the costs of a substitute teacher, Steiger, Fink and Smith, Inc., are prepared to pay an honorarium of $500 at the completion of field testing. Field testing is considered complete when Steiger, Fink and Smith, Inc., receives finished copies of students' and teachers' end-of-course tests and questionnaires.

We are looking forward to working with you in this effort. If you have any questions, please feel free to call me collect at 213-825-4711.

Sincerely,

Arlene Fink

Arlene Fink, Ph.D.
Vice President
Steiger, Fink and Smith, Inc.

AF:skh

INFORMATION COLLECTION INSTRUMENTS

The field testing of a course of study like Expanding Career Horizons is dependent on reliable and valid information collection instruments for data concerning its effectiveness. Some of these measures will be new and must be developed and validated so that they are sensitive to the purposes of the curriculum and psychometrically sound. Ideally, a variety of instruments are to be preferred to any single one. The field test of Expanding Career Horizons relied on an objectives-based achievement test, a student reaction questionnaire, a teacher reaction questionnaire, and staff observations.

The Objectives-Based Achievement Test

An objectives-based achievement test is one that is designed to contain items that are specifically referenced to the purposes and objectives of a curriculum; the purpose of the test is to measure knowledge and achievement.

The development of the achievement test for Expanding Career Horizons was guided by the fact that the instrumentation was just one component of the entire set of materials, and so, to develop a technically adequate and instructionally responsive instrument, a decision was made to develop many test items, but then to assign them to three relatively short forms of a test that would minimize the need to take class time from instruction for testing. A very extensive analysis of each of the test items was planned for the purpose of selecting the best ones and finally incorporating them into two forms - one for a pretest and one for a posttest. To achieve this end, achievement test development involved the generation of items to measure each of Expanding Career Horizons' five objectives. These items were then randomly assigned to one of three forms of the test. The

relationship between objectives and items and the assignment to three forms of the test is shown on the following pages in Figure 4.

These items were reviewed by a test expert for item-objective congruence, examinee appropriateness, and responsiveness to curriculum purposes (rather than to reading ability or general intelligence). After the review, the three forms of the test were organized. The three test forms were used during Rounds #1 and #2 of the field test, and required special administration procedures because only 1/3 of the class received any single test form for either the pretest or the posttest. Thus, a student who took pretest A took posttest B; a student who took pretest B took posttest C; and a student who took pretest C took posttest A. To facilitate the teachers' administration task, a guide to the administration of the pretest and posttest was developed. A copy of the guide appears in Appendix A.

Figure 4:

he Relationship Between Objectives, Items, and Three Forms of the Achievement Test

Objective Code	Form A	Form B	Form C
I-1 Law: rovisions of legislation	According to Title VII, men and women who have the same job and the same employer, must be given all of the following EXCEPT: A. similar job titles B. equal opportunity to attend training programs C. the same benefits *D. day care centers for children	According to Title VII, men and women who have the same job and the same employer must be given all of the following EXCEPT: * A. recreational facilities B. similar eating places C. the same number of sick leave days D. equal working conditions	According to Title VII, men and women who have the same job and the same employer must be given all of the following EXCEPT: A. the same number of vacation days B. similar recreational facilities * C. health insurance D. equal opportunity for promotion
:I-2 Law: Given situation - identi- illegal activities cording to Title VII	At the Barton Steel Mill, the male typists are paid $4.00 per hour and the female typists are paid $3.85 per hour. What, if anything, in the above situation is illegal according to current sex discrimination laws like Title VII of the Civil Rights Act? * A. Men and women do not re- receive equal pay for the same work. B. The Steel Mill underpays [illegible] typists	In Jones County, the qualifications for a police officer include: • the candidate must be over 5'10" • the candidate must weigh more than 150 lbs. • the candidate must be able shoot a rifle • the candidate must have an IQ of 110 Since more men fit this descript [illegible] than women, Jones County did not bother to [illegible]	Martha and John were hired at the same time for the same job by the ABC department store. Both Martha and John tried for a promotion. Their boss rated Martha as a better worker than John. However, John was offered the promotion and Martha was not. What, if anything, in the above situation is illegal according to the current sex discrimination laws like Title VII of the Civil Rights Acts? A. Martha was hired f[illegible] man's job.

Figure 4, continued:

Objective Code	Form A	Form B	Form C
I-1 Stereotypes: Identifying job sex bias	Wanted: School counselor, must have Masters Degree or equivalent; administrative experience desirable but not necessary; must be able to relate to students. Is the above job description sex stereotyped? A. Yes, a female stereotype B. Yes, a male stereotype * C. No, there is no stereotype.	Wanted: Salesclerk, for sporting goods department; must be familiar with football and boxing uniforms and equipment; must be friendly and enjoy working with athletes. Is the above job description sex-stereotyped? A. Yes, a female stereotype * B. Yes, a male stereotype C. No, there is no stereotype	Wanted: Manager of Las Vegas Motel, 10 units; must be attractive and have a pleasing appearance; no heavy maintenance. Is the above job description sex-stereotyped? * A. Yes, a female stereotype B. Yes, a male stereotype C. No, there is no sex-stereotype
I-2 Stereotypes: Identifying examples of sex stereotypes	Which of the following statements is the best example of sex stereotyping? A. Film producers are very rich * B. Nurses are motherly C. Plumbers can usually drive a truck D. Mathematicians can solve multiplication problems in their head.	Which of the following statements is the best example of sex stereotyping? A. Movie stars are temperamental B. Scientists are smart C. Lawyers are argumentative *D. Judges are fatherly	Which of the following statements is the best example of sex stereotyping? A. Secretaries are stupid B. Athletes are tall *C. Firemen are men D. College professors are absent-minded.

Figure 4, continued:

Objective Code	Form A	Form B	Form C
	C. The female typist's job is misclassified. D. The Steel Mill should not have both males and females as typists. E. There is no illegal sex discrimination.	dates even if they met the qualifications. What, if anything, in the above situation is illegal according to the current sex discrimination laws like Title VII of the Civil Rights Act? A. There were too many qualifications. B. An IQ of 110 is not necessary. *C. Qualified female applicants were not interviewed. D. Most women and some men who weigh 175 lbs are too fat. E. There was no illegal sex discrimination.	hired Martha and John without giving them a test. C. John's and Martha's work was rated without their permission. *D. John was offered a promotion, but Martha was not. E. There was no illegal sex discrimination.
III -1 Labor Force Statistics men in labor force	Compared to the income of families headed by a man, the income of families headed by a woman is A. less than one-half the income of a male-headed family *B. about one-half the income of a male-headed family C. the same as the income of a male-headed family D. about twice the income of a male-headed family.	Women are what percent of the the current labor force? A. less than 25% *B. 25-50% C. 50-75% D. more than 75%	What is the percentage of women who work for pay at some time during their lives? A. less than 25% B. 25-50% C. 50-75% D. more than 75%

Figure 4 continued.

Objective Code	Form A	Form B	Form C
III-2 Labor Force Statistics: Wages	Which of the following is likely to be the lowest paying job? *A. secretary B. foreman C. farmer D. truck driver	Compare the wages in the job areas most occupied by men to the wages in the job areas most occupied by women. *A. The wages in the job areas most occupied by men are higher. B. The wages in the job areas most occupied by men and by women are about the same. C. The wages in the job areas most occupied by women are higher.	Which of the folliwng is likely to be the highest paying job? A. secretary B. bookkeeper C. elementary school teacher * D. foreman
III-3 Labor Force Statistics: Concentration	Which of the following is NOT one of the job areas most occupied by men? A. truckdrivers B. farmers * C. salesclerks D. foremen	Which of the following is NOT one of the job areas most occupied by women? A. elementary school teacher B. bookkeepers * C. dress shop owners D. salesclerks	Compare the percent of working men in different job areas with the percent of working women in different job areas. *A. A higher percent of working women than working men are in a few job areas. B. About the same percent of working women and working men are in different job areas. C. A lower percent of working women than working men are in a few job areas.

Figure 4, continued: Objective Code	Form A	Form B	Form C
IV-1 Wages & Cost of Living Realities of women's job opportunities	Sam and Martha are married Both have teaching degrees in English. Sam worked in a museum and Martha worked as a housewife. When Martha was 43 years old, Sam died. Which of the following jobs is Martha LEAST likely to find? A. waitress * B. teacher C. secretary D. salesclerk	Joan quit college to marry Frank. For twelve years Joan did not work until Frank lost his job. What kind of job is Joan LEAST likely to find? A. taxi driver B. salesclerk C. waitress * D. office manager	Eva has a college degree in physical science. After being a housewife and not working for 20 years, Eva wanted a career. What kind of job is Eva LEAST likely to find? A. waitress B. salesclerk * C. journalist D. secretary
IV-2 Wages & Cost of Living Realities of women's job opportunities	Alice and Steve both have college degrees in computer programming and have worked for the same company. When they got married Alice quit her job, but often helped Steve with his work. After ten years, Alice and Steve are getting a divorce. Will Alice be able to get a job that pays the same amount of money as Steve's? A. Probably yes, because it is hard to find female programmers. * B. Probably not, because Steve has received salary increases since Alice quit	Consider a husband and wife who both work and would now like to start a family. After they have had their child, which of the following events is LEAST likely to happen? A. The wife would quit her job to take care of the child. * B. The husband would quit his job to take care of the child. C. They would hire a full-time housekeeper to take care of their child D. They would send their child to a day care center.	Harold and Cathy are both well-paid architects. They would like to start a family. Which of the following ways of caring for their child is likely to cost the MOST amount of money? * A. Harold or Cathy quits work. B. Harold and Cathy hire a housekeeper. C. Harold's mother takes care of the child in return for room and board. D. Harold and Cathy enroll their child in nursery school.

Figure 4, continued:

Objective Code	Form A	Form B	Form C
	C. Probably yes, because Alice has continued to work with Steve from time to time. D. Probably not, because most companies do not approve of divorced women.		
-3 Wages & Cost of Liv- ig ealities of women's job portunities	As soon as she was graduated from high school, Mary got married. While her children were young, Mary used to volunteer some of her time as a social worker at the City of Mercy. Which of the following activities is LEAST likely to improve Mary's chances of finding a full-time job as social worker when her family is grown? A. Going back to school to get a degree in social work B. Asking for recommendations from the City of Mercy C. Trying to get some work experience as a paid social worker * D. Volunteering more time at the City of Mercy	Paul owns three dress stores. His wife, JoAnn raises their family and helps Paul when needed with the bookkeeping. What are JoAnn's chances of getting a job as professional bookkeeper when her family is grown? A. Good, JoAnn is getting lots of experience * B. Poor, JoAnn has never held a "real" job. C. Good, most employers like women who have worked in their husband's business. D. Poor, JoAnn will probably help raise the grandchildren.	Marty is an artist. His wife Betty is a court stenographer. She worked for five years before began her family. When her children start school Betty wants to return to work. What can Betty do to improve her chances of getting this job? * A. Practice stenography at home B. Watch TV shows about lawyers C. Read books about law D. There is nothing Betty can do

Figure 4, continued:

Objective Code	Form A	Form B	Form C
V-1 Coping with career guidance tests and counselors reer guidance tests-em bias	I like to sew my own clothes. ___yes ___no Why is the above statement from a career guidance test NOT helpful? * A. It is directed towards girls' experiences. B. It is directed towards boys' experiences. C. The statement supposes knowledge of a particular skill. D. There are no problems with this statement.	I like to work on cars. ___yes ___no Why is the above statement from a career guidance test NOT helpful? A. The statement is directed towards girls' experiences *B. The statement is directed towards boys' experiences C. The statement supposes knowledge of a particular skill. D. There are no problems with this statement.	I like programming in Algol and PLI. ___yes ___no Why is the above statement from a career guidance test NOT helpful? A. The statement is directed towards girls' experiences. B. The statement is directed towards boys' experiences. * C. The statement supposes knowledge of a particular skill. D. There are no problems with this statement.
-2 Coping with career uidance tests and counelors reer guidance tests-em bias	What us the best way to interpret your score on a career guidance test? A. You should definitely NOT try for a career if you get a low score in a particular job. B. You should definitely try for a career if you get a high score in that area. *C. You should let the test suggest careers for which you are probably suited. D. You should not pay any attention to your score.	A career guidance test can tell you about A. your ability B. types of careers C. the job market * D. your career interests	What are career guidance tests supposed to measure? A. your job experiences * B. your career preferences C. your knowledge of career opportunities D. your aptitude for certain careers

The Student Reaction Questionnaire

This questionnaire was developed for the purposes of identifying student reactions to sex stereotyping in the labor force and to the appropriateness and value of the materials. The questionnaire can be found in Appendix A.

The Teacher's Reaction Questionnaire

The Teacher's Reaction Questionnaire was developed to determine how teachers reacted to the student materials; the teacher materials, and to sex discrimination in the labor force. A copy of the questionnaire can be found in Appendix A.

Observations

On-site observations were conducted by the staff for Rounds #2 and #3. Their purpose was to provide information about the actual use of the materials in a classroom setting, especially with respect to matters of procedure and "atmosphere." No special observation forms were prepared since the staff were all trained in observation skills and were very familiar with the curriculum.

FIELD TEST ANALYSES

Analysis Procedures

For each round of field testing, the following analyses were conducted:

- A t-test was computed to compare students' scores on the pretest and posttest achievement measure and responses to the Students' Reaction Questionnaire (SRQ) were tallied.
- A t-test was computed to compare male and female students' scores on the achievement posttest and their responses on the SRQ were tallied separately and compared.
- An item analysis of the achievement pretest and posttest was performed to ascertain that these measures could provide reliable information.

After each round of field testing, the analysis results were used to revise the curriculum and/or instruments.

On the following pages, the analysis results and the associated revisions in the materials for each round of field testing are presented.

Round #1 Analysis Results

The results of the first round of field testing will now be presented first on a school-by-school basis, and then for the total sample participating in Round #1.

School-by-School Results

Classes in two high schools participated in the first round of field testing as is described in Table 2.

Table 2: Round #1 Participating Schools

Participating School	Number of Classes	Level of Schooling	Geographic Area	Demography
1. Herrin	2	High school	southern IL	Non-metropolitan
2. Joliet	2	High school	northern IL	Metropolitan

Herrin High School. There were 44 students at Herrin who took both the pretest and the posttest achievement measure. The average score on the pretest was 7.52 (out of a total of 12 points) and the average score on the posttest was 8.45 (out of 12 points). This difference between pretest and posttest scores was statistically significant, indicating that students did learn as a consequence of their participation in the curriculum.

SRQ questionnaires were completed by 44 students. Of these students, 29 (66%) stated that, in their opinion, sex discrimination in the labor force is a serious problem. In another question, students were asked if woman should share the responsibility with men for working for pay to support their families. In response, only one student stated that women should not work for pay, 17 (39%) students answered that a woman does not have to work for pay unless she wants to, 16 (36%) students responded that a woman should work for pay, but only if the household needs it, and 10 (23%) students were of an opinion that a woman should always work for pay just like a man.

The majority of students enjoyed Expanding Career Horizons. Thirty-eight (86%) thought the amount of reading was appropriate and thirty-eight (86%) agreed that the curriculum was helpful for students like themselves. Students' favorite part of the unit was the fourth lesson which made use of the game. A copy of the SRQ with a tally of students' responses to each item follows.

Round 1 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Herrin High School N=44* Teacher:_____

Grade:_____Period:_____ Are you:____Male ____Female

PART I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

   (61%) *27* 1. No

   (25%) *11* 2. Yes

   (14%) *6* 3. Not sure

2. In the first row (question 2a) check the number corresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
2a. your father	____	____	____	____	____	____	____
2b. your mother	____	____	____	____	____	____	____
2c. yourself in the future	0	0	(5%) 2	(16%) 7	(36%) 16	(27%) 12	(11%) 5

3. Do you plan to marry?

(7%) 3 1. No

(93%) 41 2. Yes

If you answered no, please skip to answer #5.

4. For questions 4a-4d, check the number of most appropriate choice for yourself and your spouse.

	definitely not (1)	probably not (2)	probably yes (3)	definitely yes (4)
4a. Do you expect to work for pay before marriage?	0	0	(27%) 12	(66%) 29
4b. Do you expect to work for pay after marriage?	0	(7%) 3	(27%) 12	(59%) 26
4c. Do you expect your spouse to work for pay before marriage?	(2%) 1	(9%) 4	(32%) 14	(50%) 22
4d. Do you expect your spouse to work for pay after marriage?	(5%) 2	(14%) 6	(14%) 6	(61%) 27

Missing: (7%) 3

5. Do you think sex discrimination in the labor force is a problem? (check one)

(7%) 3 1. No, it is not a problem.

(18%) 8 2. Yes, but it is not too serious.

(66%) 29 3. Yes, it is a serious problem.

(9%) 4 4. I'm not sure.

6. At this moment, do man and women have the same opportunity to obtain good, well paying jobs?

(9%) 4 _____1. definitely yes

(25%) 11 _____2. probably yes

(41%) 18 _____3. probably not

(25%) 11 _____4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(23%) 1 _____1. Yes, the woman should always work for pay as well as the man.

(36%) 16 _____2. Yes, the woman should work for pay, but only if the household needs the money.

(39%) 17 _____3. No, the woman doesn't have to work for pay, unless she wants to.

(2%) 1 _____4. No, the woman should not work for pay since her main responsibility is to the household.

PART II

8. The amount of reading in this unit on career options was:

Missing: (5%) 2

(2%) 1 _____1. too much

(86%) 38 _____2. about right

(7%) 3 _____3. too little

9. Do you think this unit on career options is helpful for students like yourself?

Missing: (2%) 1

(48%) 21 _____1. definitely yes

(39%) 17 _____2. probably yes

(7%) 3 _____3. probably not

(4%) 2 _____4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
10a. Which lesson did you like best?	(7%) 3	(11%) 5	(5%) 2	(64%) 28	(9%) 4
10b. Which lesson did you like least?	____	____	____	____	____
10c. From which lessons did you learn most?	(14%) 6	(25%) 11	(14%) 6	(41%) 18	(2%) 1
10d. From which lesson did you learn the least?	____	____	____	____	____

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

_____

_____

_____

_____

_____

Joliet High School. There were 53 students at Joliet who took both the pretest and the posttest achievement measure. The average score on the pretest was 6.15 and the average score on the posttest was 7.60. This difference between pretest and posttest scores was statistically significant, indicating that students did learn as a consequence of their participation in the curriculum.

SRQ questionnaires were completed by 53 students. Of these students, 20 (38%) stated that, in their opinion, sex discrimination in the labor force is a serious problem. In another question, students were asked if women should share the responsibility with men for working for pay to support their families. In response, 2 (4%) students stated that women should not work for pay, 9 (17%) answered that a woman does not have to work for pay unless she wants to, 26 (49%) students responded that a woman should work for pay, but only if the household needs it, and 16 (30%) students were of an opinion that a woman should always work for pay just like a man.

The majority of students enjoyed Expanding Career Horizons. Forty-six (87%) students thought the amount of reading was appropriate and 50 (94%) students agreed that the curriculum was helpful for students like themselves. Students' favorite part of the course was the fourth lesson which made use of the game. A copy of the SRQ with a tally of students' responses to each item follows.

Round 1 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Joliet High School N=53* Teacher: _____

Grade: _____ Period: _____ Are you: ____ Male ____ Female

PART I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

   (24.5%) 13 1. No

   (52.8%) 28 2. Yes

   (22.6%) 12 3. Not sure

2. In the first row (question 2a) check the number corresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
2a. your father	____	____	____	____	____	____	____
2b. your mother	____	____	____	____	____	____	____
2c. yourself in the future	____	____	(26.4%) 14	(26.4%) 14	(26.4%) 14	(9.4%) 5	(5.7%) 3

(Missing: (5.7%) 3

(Joliet High School)

3. Do you plan to marry?

Missing: (6%)

(11%) 6 ____ 1. No

(83%) 44 ____ 2. Yes

If you answered no, please skip to answer #5.

4. For questions 4a-4d, check the number of most appropriate choice for yourself and your spouse.

	definitely not (1)	probably not (2)	probably yes (3)	definitely yes (4)
Missing: (9.4%) 5 — 4a. Do you expect to work for pay before marriage?	0	0	(5.7%) 3	(84.9%) 45
(13.2%) 7 — 4b. Do you expect to work for pay after marriage?	(1.9%) 1	(7.6%) 4	(13.2%) 7	(64.2%) 34
(7.6%) 4 — 4c. Do you expect your spouse to work for pay before marriage?	0	(7.6%) 4	(30.2%) 16	(54.7%) 29
(9.4%) — 4d. Do you expect your spouse to work for pay after marriage?	(5.7%) 3	(9.4%) 5	(22.6%) 5	(52.8%) 28

5. Do you think sex discrimination in the labor force is a problem? (check one)

(5.7%) 3 ____ 1. No, it is not a problem.

(35.8%) 19 ____ 2. Yes, but it is not too serious.

(37.7%) 20 ____ 3. Yes, it is a serious problem.

(20.8%) 11 ____ 4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(13.2%) 7 ____ 1. definitely yes

(45.3%) 24 ____ 2. probably yes

(35.8%) 19 ____ 3. probably not

(5.7%) 3 ____ 4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(30.2%) 16 ____ 1. Yes, the woman should always work for pay as well as the man.

(49%) 26 ____ 2. Yes, the woman should work for pay, but only if the household needs the money.

(17%) 9 ____ 3. No, the woman doesn't have to work for pay, unless she wants to.

(3.8%) 2 ____ 4. No, the woman should not work for pay since her main responsibility is to the household.

PART II

8. The amount of reading in this unit on career options was:

(1.9%) 1 ____ 1. too much

(86.8%) 46 ____ 2. about right

(11.3%) 6 ____ 3. too little

9. Do you think this unit on career options is helpful for students like yourself?

(35.8%) 19 ____ 1. definitely yes

(58.5%) 31 ____ 2. probably yes

(5.7%) 3 ____ 3. probably not

0 ____ 4. definitely not

(Joliet High School)

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
10a. Which lesson did you like best?	(18.9%) 10	(18.9%) 10	(5.7%) 3	(39.6%) 21	(9.4%) 5
10b. Which lesson did you like least?	____	____	____	____	____
10c. From which lessons did you learn most?	(32.1%) 17	(5.7%) 3	(28.3%) 15	(5.7%) 3	(20.8%) 11
10d. From which lesson did you learn the least?	____	____	____	____	____

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Total Round #1 Sample Results

In total, 91 students in four different classrooms took the pre and post achievement tests. The average pretest score was 6.81 and the average posttest score was 8.01, a statistically significant gain.

The SRQ was completed by 97 students. Responses to this questionnaire indicated that students enjoyed the unit and thought it would be beneficial for other students like themselves. A summary of pretest-posttest analyses for Round #1 is presented in Table 3, followed by students' responses to each item on the SRQ.

Table # 3: Round #1 Pretest-Posttest Analysis Results

Sample	Test	Mean	Standard Deviation	Number of Cases	Correlation	Degrees of Freedom	T-test Value	Probability
Herrin High School	Pretest	7.52	1.92	44	.41	43	3.07	$p < .01$
	Posttest	8.45	1.78					
Joliet High School	Pretest	6.15	2.19	53	.29	56	3.96	$p < .01$
	Posttest	7.60	2.00					
Total	Pretest	6.81	2.16	97	.38	90	5.01	$p < .01$
	Posttest	8.01	1.94					

Questionnaires were completed by 97 students. A copy of the SRQ with their responses to each question follows.

Round 1 Total Sample

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Total Round #1 N=97* Teacher: _____

Grade: _____ Period: _____ Are you: ____ Male ____ Female

PART I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

   (41%) 40 ____ 1. No

   (40%) 39 ____ 2. Yes

   (19%) 18 ____ 3. Not sure

2. In the first row (question 2a) check the number corresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
2a. your father	____	____	____	____	____	____	____
2b. your mother	____	____	____	____	____	____	____
2c. yourself in the future	0	0	(16%) 16	(21%) 21	(31%) 30	(17%) 17	(6%) 8

(Total Sample: N1)

(Total Sample: #1)

3. Do you plan to marry?

Missing: (9%) 9

(88%) 85 ____ 2. Yes

If you answered no, please skip to answer #5.

4. For questions 4a-4d, check the number of most appropriate choice for yourself and your spouse.

	definitely not (1)	probably not (2)	probably yes (3)	definitely yes (4)
4a. Do you expect to work for pay before marriage? (Missing: (5%) 5)	0	0	(16%) 15	(76%) 74
4b. Do you expect to work for pay after marriage? (7%) 7	(1%) 1	(7%) 7	(20%) 19	(62%) 60
4c. Do you expect your spouse to work for pay before marriage? (4%) 4	(1%) 1	(8%) 8	(31%) 30	(53%) 51
4d. Do you expect your spouse to work for pay after marriage? (5%) 5	(5%) 5	(11%) 11	(19%) 18	(57%) 55

5. Do you think sex discrimination in the labor force is a problem? (check one)

(6%) 6 ____ 1. No, it is not a problem.

(28%) 27 ____ 2. Yes, but it is not too serious.

(50%) 49 ____ 3. Yes, it is a serious problem.

(16%) 15 ____ 4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(11%) 11 ____ 1. definitely yes

(36%) 35 ____ 2. probably yes

(38%) 37 ____ 3. probably not

(15%) 14 ____ 4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(27%) 26 ____ 1. Yes, the woman should always work for pay as well as the man.

(43%) 42 ____ 2. Yes, the woman should work for pay, but only if the household needs the money.

(27%) 26 ____ 3. No, the woman doesn't have to work for pay, unless she wants to.

(3%) 3 ____ 4. No, the woman should not work for pay since her main responsibility is to the household.

PART II

Missing: (2%) 2

8. The amount of reading in this unit on career options was:

(2%) 2 ____ 1. too much

(87%) 84 ____ 2. about right

(9%) 9 ____ 3. too little

Missing: (1%) 1

9. Do you think this unit on career options is helpful for students like yourself?

(41%) 40 ____ 1. definitely yes

(50%) 48 ____ 2. probably yes

(6%) 6 ____ 3. probably not

(2%) 2 ____ 4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
10a. Which lesson did you like best?	(13%) 13	(16%) 15	(5%) 5	(51%) 49	(9%) 9
10b. Which lesson did you like least?					
10c. From which lessons did you learn most?	(24%) 23	(14%) 14	(22%) 21	(22%) 21	(12%) 12
10d. From which lesson did you learn the least?					

Missing: (6%) 6

(6%) 6

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Sex Differences

The average score on the posttest was 7.73 for male students and 8.19 for female students. This difference was not statistically significant. However, there does seem to be some difference between sexes on the SRQ. For example, 86% of the female students compared to 22% of the male students definitely expect their spouses to work for pay after marriage. Further, 66% of the female students and only 35% of the male students believe that sex discrimination in the labor force is a serious problem. A copy of the SRQ with tallies of responses by sex follows.

Key:
Male %/Female%

Round 1
SEX COMPARISONS
Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Herrin and Joliet* Teacher: _____

Grade: _____ Period: _____ Are you: *N=40* Male *N=44* Female

PART I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

   42.5%/43.2% 1. No

   42.5%/31.8% 2. Yes

   15%/25% 3. Not sure

2. In the first row (question 2a) check the number corresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

		grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
Missing: (12.5%/ 11.4%)	2a. your father	____	____	____	____	____	____	____
	2b. your mother	____	____	____	____	____	____	____
	2c. yourself in the future	*7.5%/11.4%*	*15%/11.4%*	*37.5%/34.1%*	*12.5%/13.6%*	*0%/9.1%*	*5%/6.8%*	*10%/2.3%*

(See Comparisons: #1)

3. Do you plan to marry?

Missing: 7.5%/11.4% / 2.3%

7.5%/11.4% _____1. No

87.5%/86.4% _____2. Yes

If you answered no, please skip to answer #5.

4. For questions 4a-4d, check the number of most appropriate choice for yourself and your spouse.

	definitely not (1)	probably not (2)	probably yes (3)	definitely yes (4)
Missing: 10%/6.8% — 4a. Do you expect to work for pay before marriage?	0/0	0/0	15%/20.5%	75%/72.7%
12.5%/6.8% — 4b. Do you expect to work for pay after marriage?	0/2.3%	2%/13.6%	5%/31.8%	82.5%/45.5%
10%/6.8% — 4c. Do you expect your spouse to work for pay before marriage?	2.5%/0	17.5%/0	42.5%/20.5%	27.5%/72.7%
10%/6.8% — 4d. Do you expect your spouse to work for pay after marriage?	12.5%/0	25%/0	30%/6.8%	22.5%/86.4%

5. Do you think sex discrimination in the labor force is a problem? (check one)

10%/4.5% _____1. No, it is not a problem.

37.5%/20.5% _____2. Yes, but it is not too serious.

35%/65.9% _____3. Yes, it is a serious problem.

17.5%/9.1% _____4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

17.5%/2.3% ____1. definitely yes

50%/22.7% ____2. probably yes

27.5%/47.7% ____3. probably not

5%/27.3% ____4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

12.5%/36.4% ____1. Yes, the woman should always work for pay as well as the man.

45%/36.4% ____2. Yes, the woman should work for pay, but only if the household needs the money.

35%/27.3% ____3. No, the woman doesn't have to work for pay, unless she wants to.

7.5%/0 ____4. No, the woman should not work for pay since her main responsibility is to the household.

PART II

8. The amount of reading in this unit on career options was:

Missing: 0/4.5%

0/2.3% ____1. too much

90%/86.6% ____2. about right

10%/4.5% ____3. too little

9. Do you think this unit on career options is helpful for students like yourself?

Missing: 0/2.3%

37.5%/50% ____1. definitely yes

50%/43.2% ____2. probably yes

10%/2.3% ____3. probably not

2.5%/2.3% ____4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
10a. Which lesson did you like best? *Missing: 0/9.1%*	*12.5%/13.6%*	*20%/9.1%*	*5%/4.5%*	*45%/61.4%*	*17.5%/2.3%*
10b. Which lesson did you like least?	____	____	____	____	____
10c. From which lessons did you learn most? *5%/6.8%*	*35%/11.4%*	*10%/22.7%*	*20%/22.7%*	*22.5%/22.7%*	*7.5%/13.6%*
10d. From which lesson did you learn the least?	____	____	____	____	____

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

_____

_____

_____

_____

_____

Item Analyses

Each of three forms of the achievement measure that was used in Round #1 for pre- and post-testing was analyzed separately. The results are presented in Tables 4-6.

Table #4 Round #1 Item Analysis, Form A

Test	Item	Difficulty	Standard Deviation	Point Biserial Correlation	Distractors					
					No Response	A	B	C	D	E
	1	0.88	0.32	0.45	0.0	0.0	0.12	0.88	0.0	0.0
P	2	0.62	0.49	0.59	0.0	0.06	0.62	0.06	0.24	0.0
R	3	0.47	0.50	0.39	0.0	0.29	0.12	0.12	0.47	0.0
E	4	0.68	0.47	0.50	0.0	0.68	0.03	0.09	0.12	0.09
T	5	0.47	0.50	0.19	0.0	0.18	0.47	0.26	0.09	0.0
E	6	0.41	0.49	0.46	0.0	0.41	0.09	0.41	0.09	0.0
S	7	0.88	0.32	0.57	0.0	0.0	0.12	0.88	0.0	0.0
T	8	0.56	0.50	0.33	0.0	0.21	0.56	0.12	0.12	0.0
	9	0.65	0.48	0.52	0.0	0.09	0.65	0.21	0.06	0.0
	10	0.50	0.50	0.29	0.0	0.18	0.21	0.12	0.50	0.0
	11	0.35	0.48	0.40	0.0	0.35	0.06	0.41	0.18	0.0
	12	0.68	0.47	0.52	0.0	0.0	0.26	0.68	0.06	0.0
	1	1.00	0.0	0.0	0.0	0.0	0.0	1.00	0.0	0.0
P	2	0.94	0.24	0.40	0.0	0.03	0.94	0.0	0.03	0.0
O	3	0.72	0.45	0.37	0.0	0.16	0.0	0.09	0.72	0.0
S	4	0.88	0.33	0.53	0.0	0.88	0.8	0.03	0.06	0.03
T	5	0.89	0.49	0.51	0.0	0.25	0.59	0.09	0.03	0.0
T	6	0.78	0.41	0.32	0.0	0.78	0.13	0.06	0.03	0.0
E	7	1.00	0.0	0.0	0.0	0.0	0.0	1.00	0.0	0.0
S	8	0.53	0.50	0.34	0.0	0.09	0.53	0.34	0.0	0.0
T	9	0.72	0.45	0.77	0.0	0.03	0.72	0.22	0.03	0.0
	10	0.63	0.48	0.53	0.0	0.13	0.13	0.09	0.63	0.0
	11	0.38	0.48	0.40	0.0	0.38	0.0	0.59	0.03	0.0
	12	0.53	0.50	0.49	0.0	0.03	0.22	0.53	0.19	0.0

Table #5 Round #1 Item Analysis, Form B

st	Item	Difficulty	Standard Deviation	Point Biserial Correlation	Distractors					
					No Response	A	B	C	D	E
	1	0.48	0.50	0.18	0.0	0.03	0.48	0.48	0.0	0.0
	2	0.58	0.49	0.68	0.0	0.16	0.10	0.13	0.58	0.0
	3	0.61	0.49	0.52	0.0	0.61	0.13	0.03	0.19	0.0
	4	0.71	0.45	0.63	0.0	0.06	0.03	0.71	0.06	0.06
	5	0.58	0.49	0.49	0.0	0.19	0.58	0.10	0.06	0.0
	6	0.68	0.47	0.50	0.0	0.68	0.23	0.0	0.0	0.0
	7	0.32	0.47	0.27	0.0	0.10	0.39	0.32	0.19	0.0
	8	0.77	0.42	0.61	0.0	0.03	0.03	0.16	0.77	0.0
	9	0.74	0.44	0.46	0.0	0.13	0.74	0.10	0.03	0.0
	10	0.65	0.48	0.47	0.0	0.26	0.65	0.03	0.06	0.0
	11	0.42	0.49	0.08	0.0	0.0	0.42	0.48	0.10	0.0
	12	0.61	0.49	0.30	0.0	0.16	0.23	0.0	0.61	0.0
	1	0.71	0.45	0.45	0.0	0.03	0.71	0.26	0.0	0.0
	2	0.74	0.44	0.41	0.0	0.03	0.19	0.0	0.74	0.0
	3	0.61	0.49	0.44	0.0	0.61	0.23	0.0	0.16	0.0
	4	0.81	0.40	0.34	0.0	0.06	0.03	0.81	0.03	0.06
	5	0.71	0.45	0.12	0.0	0.13	0.71	0.06	0.10	0.0
	6	0.97	0.18	0.13	0.0	0.97	0.0	0.0	0.0	0.0
	7	0.55	0.50	0.12	0.0	0.0	0.29	0.55	0.16	0.0
	8	0.84	0.37	0.26	0.0	0.10	0.0	0.06	0.84	0.0
	9	0.71	0.45	0.53	0.0	0.23	0.71	0.03	0.0	0.0
	10	0.52	0.50	0.60	0.0	0.42	0.52	0.0	0.06	0.0
	11	0.52	0.50	0.16	0.0	0.0	0.52	0.48	0.0	0.0
	12	0.55	0.50	0.34	0.0	0.26	0.16	0.03	0.55	0.0

Table #6 Round #1 Item Analysis, Form C

Test	Item	Difficulty	Standard Deviation	Point Biserial Correlation	Distractors					
					No Response	A	B	C	D	E
	1	0.39	0.49	o.32	0.0	0.39	0.03	0.55	0.0	0.0
P	2	0.86	0.35	0.25	0.0	0.14	0.0	0.86	0.0	0.0
R	3	0.22	0.42	0.37	0.0	0.06	0.47	0.22	0.25	0.0
E	4	0.89	0.31	0.54	0.0	0.0	0.0	0.0	0.89	0.06
T	5	0.22	0.42	0.44	0.0	0.08	0.39	0.28	0.22	0.0
E	6	0.75	0.43	0.42	0.0	0.03	0.08	0.11	0.75	0.0
S	7	0.22	0.42	0.44	0.0	0.22	0.33	0.42	0.0	0.0
T	8	0.58	0.49	0.46	0.0	0.17	0.17	0.58	0.08	0.0
	9	0.53	0.50	0.64	0.0	0.53	0.19	0.03	0.22	0.0
	10	0.89	0.31	0.22	0.0	0.89	0.03	0.03	0.06	0.0
	11	0.56	0.50	0.28	0.0	0.08	0.11	0.56	0.17	0.0
	12	0.06	0.23	0.17	0.0	0.11	0.06	0.25	0.53	0.0
	1	0.50	0.50	0.09	0.0	0.50	0.0	0.50	0.0	0.0
P	2	0.87	0.34	0.61	0.0	0.03	0.10	0.87	0.0	0.0
O	3	0.17	0.37	0.19	0.0	0.03	0.60	0.17	0.20	0.0
S	4	0.87	0.34	0.30	0.0	0.07	0.03	0.0	0.87	0.03
T	5	0.37	0.48	0.26	0.0	0.03	0.27	0.33	0.37	0.0
T	6	0.57	0.50	0.40	0.0	0.10	0.10	0.23	0.57	0.0
E	7	0.43	0.50	0.47	0.0	0.43	0.10	0.47	0.0	0.0
S	8	0.70	0.46	0.56	0.0	0.10	0.0	0.70	0.20	0.0
T	9	0.60	0.49	0.52	0.0	0.60	0.13	0.10	0.17	0.0
	10	0.70	0.46	0.06	0.0	0.70	0.0	0.07	0.23	0.0
	11	0.83	0.37	0.36	0.0	0.0	0.03	0.83	0.13	0.0
	12	0.37	0.48	0.55	0.0	0.0	0.37	0.23	0.33	0.0

Based on an inspection of the results given in Tables 4-6, it appeared that Form C was somewhat more difficult than Form A or Form B. This result was confirmed by a comparison of the average scores obtained by students using each form (see Table 7). As can be seen from Table 7, students who had Form C received lower scores than the other students. This occurred for both the pretest and the posttest, and suggested that revisions were needed to make the tests more comparable.

Table 7: Differences Between Forms A, B, & C

	Pretest		Posttest	
	Mean	N	Mean	N
Form A	7.26	31	8.62	32
Form B	8.62	28	8.16	31
Form C	6.38	32	7.14	28

Round #1 Revisions

Revisions of Instruments

No problems were noted concerning the SRO by teachers or students. However, the SFK staff did suggest some revisions affecting Items 2 and 10. It was thought that Item 2, parts a and b, which ask for information about parents' education might be too personal for some students and, therefore, were eliminated. Item 10 parts b and d asked students to name the lesson they liked the least or from which they learned the least. This information was not particularly helpful because the fact that a lesson was "liked least" did not mean that it was not liked, and because the student "learned from a lesson least" did not mean the student did not learn. Consequently, items 10b and 10d were also eliminated.

The achievement tests were revised in accordance with the original

plan to extract from the three test forms two parallel tests that were psychometrically sound and sensitive to instruction.

Five criteria were used to select the final pre- and posttest items. They were:

1) Item difficulties. Items could not be too easy (i.e., most students answered the item correctly on the pretest) or too hard (i.e., most students missed the item on the posttest).

2) Sensitivity to instruction. The item must discriminate between students who benefit from the instruction and those who do not.

3) Item-test consistency. Students who receive a high score on the test should answer the item correctly (i.e., high point-biserial correlations).

4) Distractor quality. Untutored students must find most distractors equally plausible.

5) Parallel items. The two forms of the test must be alike in terms of objectives that they cover and the kinds of items used to measure each objective.

These criteria were applied to the review of each item on each form of the achievement test. The results of the review are summarized in Table 8, and copies of the two new test forms are available in Appendix B.

Table 8: Revision of Achievement Test

Item #	Objective	Form A		Form B		Form C	
		Comments	Status	Comments	Status	Comments	Status
1	Sex stereotyping	Too easy--revise	Keep	OK	Keep	Too hard, inconsistent	Drop
2	Sex stereotyping	Too easy--revise	Keep	OK	Keep	Insensitive to instruction	Drop

Item #	Objective	Form A Comments	Form A Status	Form B Comments	Form B Status	Form C Comments	Form C Status
3	Sex discrimination laws	Fix distractor B	Keep	Fix distractor A	Keep	Insensitive to instruction	Drop
4	Sex discrimination laws	OK	Keep	OK	Keep	Too easy	Drop
5	Women in the labor force	Fix distractor A	Keep	Too easy-revise	Keep	Too hard	Drop
6	Women in the labor force	OK	Keep	Too easy-revise	Keep	Distractor C insensitive	Drop
7	Women in the labor force	Too easy-revise	Keep	Fix distractor B	Keep	Too hard	Drop
8	Wages and cost of living	Insensitive to instruction, distractor C	Drop	Too easy-revise	Keep	OK	Keep
9	Wages and cost of living	OK	Keep	Insensitive to instruction	Drop	Too hard-revise	Keep
10	Wages and cost of living	OK	Keep	Fix distractor A	Keep	Insensitive to instruction	Drop
11	Guidance tests	Too hard, distractor C, revise	Keep	Fix distractor C	Keep	Too easy	Drop
12	Guidance tests	Fix distractor D	Keep	Insensitive, distractor A	Drop	Too hard, revise distractors	Keep

Revision of Curriculum

As a result of Round 1, revisions in Expanding Career Horizons mainly took place in the Teacher's Guide. These included the following:

1) The preliminary student questionnaire was eliminated.

2) Pretest and posttest instructions and instruments were included into the Guide.

3) Teachers were advised to emphasize "tasks," not "persons" when giving the directions for the first exercise.

4) Revisions were made in the court cases: Prince was changed to Jones
Students (rather than teachers) play the role of the judge

5) The Department of Labor charts were eliminated.

Round #2 Analysis Results

The results of the second round of field-testing will now be presented, first on a school-by-school basis, and then for the entire sample participating in Round #2.

School-by-School Results

Four high schools participated in the second round of the field test as described in Table 9.

Table 9: Round #2 Participating Schools

Participating School	Number of Classes	Level of Schooling	Geographic Area	Demography
1. Herrin	2	High School	southern Ill.	Non-metropolitan
2. Joliet	2	High School	northern Ill.	Metropolitan
3. Mattoon	2	High School	central Ill.	Non-metropolitan
4. Sycamore	2	High School	northern Ill.	Non-metropolitan

Herrin High School. Sixty-one students at Herrin High School took both the pre- and post- achievement tests. The average pretest score for these students was 8.08 points (out of a total of 12 points) and the posttest score was 8.29 (out of 12 points). The difference of .21 points from pretest to posttest was not statistically significant. Non-significant differences were also found for each of the two classes participating in Round #2 of the field test from Herrin.

SRQs were completed by 67 students. Of these students, 26 (39%) stated that, in their opinion, sex discrimination in the labor force is a serious problem. In another question, students were asked if women should share the responsibility with men for working for pay to support their families. In response, 5 (8%) students stated that women should not work for pay, 20 (30%) students answered that a woman does not have to work for pay unless she wants to, 28 (42%) students responded that a woman should work

for pay, but only if the household needs it, and 13 (19%) students were of the opinion that a woman should always work for pay just like a man.

The majority of students enjoyed Expanding Career Horizons. Fifty-nine (88%) thought that the amount of reading was "about right," and 50 (74%) agreed that the curriculum was "probably" or "definitely" helpful for students like themselves. Students' favorite part was the fourth lesson which made use of the game.

A copy of the SRQ with a tally of students' responses to each item follows.

Round 2 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Herrin High School N=67* Teacher: *Walker and Kunce*

Grade:_____ Period:_____ Are you: _____Male _____Female

Part I

1. Have you ever taken a cl[illegible] or special career guidance unit in which you learned about career opportunities?
   - *(58.2%)* 39 1. No
   - *(22.4%)* 15 2. Yes
   - *(17.9%)* 12 3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
2a. your father	___	___	___	___	___	___	___
2b. your mother	___	___	___	___	___	___	___
2c. yourself in the future	4 (6.0%)	16 (23.9)	26 (38.8%)	7 (10.4%)	4 (6.0%)	5 7.5%)	5 (7.5%

3. Do you plan to marry?
   - *(10.4%)* 7 1. No
   - *(89.6%)* 60 2. Yes

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
Inapplicable or missing: *(10.4%) 7*	4a. Do you expect to work for pay before marriage?	*0*	*1 (1.5%)*	*9 (13.4%)*	*50 (74.6%)*
(10.4%) 7	4b. Do you expect to work for pay after marriage?	*1 (1.5%)*	*1 (1.5%)*	*14 (20.9%)*	*44 (65.7%)*
(10.4%0	4c. Do you expect your spouse to work for pay before marriage?	*2 (3.0%)*	*6 (9.0%)*	*23 (34.3%)*	*29 (43.3%)*
(10.4%) 7	4d. Do you expect your spouse to work for pay after marriage?	*1 (1.5%)*	*7 (10.4%)*	*18 (26.9%)*	*34 (50.7%)*

5. Do you think sex discrimination in the labor force is a problem? (check one)

(4.5%) 3 1. No, it is not a problem.
(52.2%) 35 2. Yes, but it is not too serious.
(38.8%) 26 3. Yes, it is a serious problem.
(3.0%) 2 4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(7.5%) 5 1. definitely yes
(35.8%) 24 2. probably yes
(43.3%) 29 3. probably not
(13.4%) 9 4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(7.5%) 5 1. Yes, the woman should always work for pay as well as the man.
(35.8%) 24 2. Yes, the woman should work for pay, but only if the household needs the money.
(43.3%) 29 3. No, the woman doesn't have to work for pay, unless she wants to.
(13.4%) 9 4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

Missing: 1 (1.5%)

(6.0%) 4 ____ 1. too much
(88.0%) 59 ____ 2. about right
(4.5%) 3 ____ 3. too little

9. Do you think this unit on career options is helpful for students like yourself?

(28.4%) 19 ____ 1. definitely yes
(46.3%) 31 ____ 2. probably yes
(19.4%) 13 ____ 3. probably not
(6.0%) 4 ____ 4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
Missing: 3 (4.5%) 10a. Which lesson did you like the best?	(9.0%) 6	(13.4%) 9	(6.0%) 4	(53.7%) 36	(13.4%) 9
10b. Which lesson did you like the least?					
2 (3.0%) 10c. From which lesson did you learn the most?	(11.9%) 8	(32.8%) 22	(23.9%) 16	(23.9%) 16	(4.5%) 3
10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Joliet High School. There were 38 students at Joliet High School who took both the pretest and the posttest. Out of a possible 12 points, the average pretest score was 6.45 points and the average posttest score was 6.55 points. This difference was not statistically significant. Non-significant differences between pretest and posttest were also found for both classess participating in Round #2 of the field test from Joliet.

SRQs were completed by 38 students. Of these students, 12 (32%) stated that, in their opinion, sex discrimination in the labor force is a serious problem. In response to another question, 20 (53%) students agreed that men and women have the same opportunity to obtain good, well-paying jobs.

The majority of the students enjoyed Expanding Career Horizons. Twenty-four (63%) thought that the amount of reading was "about right" and 32 (84%) students indicated that the curriculum was "definitely" or "probably" helpful for students like themselves. Finally, students seemed to enjoy all five lessons equally well.

A copy of the SRQ with a tally of students' responses to each item follows.

Round 2 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Joliet* *N=38* Teacher: *Clark & Holmquist*

Grade:_____ Period:_____ Are you: _____Male _____Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?
   (44.7%) 17 1. No
   (50.0%) 19 2. Yes
   (5.3%) 2 3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

		grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't kno (7
Missing:	2a. your father	___	___	___	___	___	___	___
	2b. your mother	___	___	___	___	___	___	___
1 (2.6%)	2c. yourself in the future	*(7.9%) 3*	*(26.3%) 10*	*(39.5) 15*	*(7.9%) 3*	*(10.5%) 4*	*-0-*	*(5.3) 2*

3. Do you plan to marry?
   (10.5%) 4 1. No
   (89.5%) 34 2. Yes

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
Inapplicable or missing: 2 (5.3%)	4a. Do you expect to work for pay before marriage?	-0-	-0-	(18.4%) 7	76.3%) 29
2 (5.3%)	4b. Do you expect to work for pay after marriage?	-0-	(5.3%) 2	(30.0%) 11	(60.5%) 23
2 (5.3%)	4c. Do you expect your spouse to work for pay before marriage?	(5.3%) 2	(5.3%) 2	(39.5%) 15	(44.7%) 17
2 (5.3%)	4d. Do you expect your spouse to work for pay after marriage?	(5.3%) 2	(13.2%) 5	(23.4%) 9	(52.6%) 20

5. Do you think sex discrimination in the labor force is a problem? (check one)

(2.6%) 1 _____1. No, it is not a problem.
(47.4%)18 _____2. Yes, but it is not too serious.
(31.6%)12 _____3. Yes, it is a serious problem.
(15.8%) 6 _____4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(5.3%) 2 _____1. definitely yes
(47.4%)18 _____2. probably yes
(36.8%)14 _____3. probably not
(10.5%) 4 _____4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(10.5%) 4 _____1. Yes, the woman should always work for pay as well as the man.
(47.4%)18 _____2. Yes, the woman should work for pay, but only if the household needs the money.
(34.2%)13 _____3. No, the woman doesn't have to work for pay, unless she wants to.
(7.9%) 3 _____4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

	-0-	1. too much
(63.2%)	24	2. about right
(36.8%)	14	3. too little

9. Do you think this unit on career options is helpful for students like yourself?

(39.5%)	15	1. definitely yes
(44.7%)	17	2. probably yes
(13.2%)	5	3. probably not
(2.6%)	1	4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

		lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
Missing: 1 (2.6%)	10a. Which lesson did you like the best?	(18.4%) 7	(21.0%) 8	(7.9%) 3	(21.0%) 8	(30.0%) 11
	10b. Which lesson did you like the least?					
1 (2.6%)	10c. From which lesson did you learn the most?	(7.9%) 3	(31.6%) 12	(30.0%) 11	(13.2%) 5	(15.8%) 6
	10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Mattoon High School. There were 30 students at Mattoon High School who took both the pre- and post-achievement test. Out of a possible 12 points, the average pretest score was 6.67 and the average posttest score was 7.90. The difference between the pretest and posttest scores was statistically significant, indicating that students did learn as a consequence of their participation in the curriculum.

SRQs were completed by 30 students. Of these students, 14 (47%) stated that, in their opinion, sex discrimination in the labor force is a "serious" problem. Nine (30%) students agreed that men and women have the same opportunity to obtain good, well-paying jobs, while 21 (70%) students disagreed.

The majority of students enjoyed Expanding Career Horizons. Twenty-seven (90%) thought that the amount of reading was appropriate and 30 (100%) agreed that the curriculum was helpful for students like themselves. Students' favorite part was the fourth lesson which involved the game.

A copy of the SRQ with a tally of students' responses follows.

Round 2 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Mattoon N=50* Teacher: *Milam & Henderson*

Grade:_____ Period:_____ Are you: _____Male _____Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?
   (30.0%) 9 1. No
   (63.3%) 19 2. Yes
   (6.7%) 2 3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

		grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don' know (7)
Missing:	2a. your father							
	2b. your mother							
1 (3.3%)	2c. yourself in the future	*1 (3.3%)*	*6 (20.0%)*	*8 (26.7%)*	*6 (20.0%)*	*3 (10.0)*	*3 (10.0%)*	*2 (6.7%*

3. Do you plan to marry?
   (6.7%) 2 1. No
   (92.3%) 28 2. Yes

If you answered no, please skip to question #5.

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4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
Inapplicable or Missing: 2 (6.7%)	4a. Do you expect to work for pay before marriage?	-0-	*(3.3%) 1*	*(26.7%) 8*	*(63.3%) 19*
3 (10.0%)	4b. Do you expect to work for pay after marriage?	-0-	*(6.7%) 2*	*(36.7%) 11*	*(46.7%) 14*
3 (10.0%)	4c. Do you expect your spouse to work for pay before marriage?	-0-	*(3.3%) 1*	*(40.0%) 12*	*(46.7%) 14*
2 (6.7%)	4d. Do you expect your spouse to work for pay after marriage?	-0-	*(10.0%) 3*	*(33.3%) 10*	*(50.0%) 15*

5. Do you think sex discrimination in the labor force is a problem? (check one)

(6.7%) 2 1. No, it is not a problem.
(36.7%) 11 2. Yes, but it is not too serious.
(46.7%) 14 3. Yes, it is a serious problem.
(10.0%) 3 4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(6.7%) 2 1. definitely yes
(23.3%) 7 2. probably yes
(40.0%) 12 3. probably not
(30.0%) 9 4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(33.3%) 10 1. Yes, the woman should always work for pay as well as the man.
(53.3%) 16 2. Yes, the woman should work for pay, but only if the household needs the money.
(13.3%) 4 3. No, the woman doesn't have to work for pay, unless she wants to.
-0- 4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

-0-	1. too much
(90.0%) 27	2. about right
(10.0%) 3	3. too little

9. Do you think this unit on career options is helpful for students like yourself?

(63.3%) 19	1. definitely yes
(36.7%) 11	2. probably yes
-0-	3. probably not
-0-	4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
10a. Which lesson did you like the best?	(10.0%) 3	(3.3%) 1	-0-	(80.0%) 24	(6.7%) 2
10b. Which lesson did you like the least?					
10c. From which lesson did you learn the most?	(3.3%) 1	(23.3%) 7	(16.7%) 5	(56.7%) 17	-0-
10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Sycamore High School. There were 43 students at Sycamore High School who took the 12-point pre- and post-instruction achievement tests. The average score for these students on the pretest was 7.02 and the average posttest score was 8.44. The difference between pretest and posttest was statistically significant, indicating that students did learn as a consequence of their participation in the curriculum.

SRQs were completed by 45 students. Of these students, 20 (44%) stated that, in their opinion, sex discrimination in the labor force is a serious problem. In another question, students were asked if men and women have the same opportunity to obtain good, well-paying jobs. In response, no students answered "definitely yes," 9 (20%) answered "probably yes," 23 (51%) answered "probably not," and 13 (29%) answered "definitely not."

The majority of students enjoyed Expanding Career Horizons. Forty-one (91%) indicated that the amount of reading was appropriate and 38 (84%) thought that the curriculum was helpful for students like themselves. The fourth lesson, which made use of a game to provide instruction in wages and the costs of living, was students' favorite part of the course.

A copy of the SRQ with a tally of students' responses to each item follows.

Round 2 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Sycamore* *N=45* Teacher: *Dinges & Welles*

Grade:_____ Period:_____ Are you: _____Male _____Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?
   (37.8%) 17 1. No
   (44.4%) 20 2. Yes
   (17.8%) 8 3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

		grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	dor kno (
Missing:	2a. your father	___	___	___	___	___	___	___
	2b. your mother	___	___	___	___	___	___	___
2 (6.7%)	2c. yourself in the future	-0-	*6 (13.3%)*	*18 (40.0%)*	*5 (11.1%)*	*8 (17.8%)*	*4 (8.9%)*	*1 (2.2%*

3. Do you plan to marry?

Missing: 1 (2.2%)
   (4.4%) 2 1. No
   (93.3%) 42 2. Yes

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
Inapplicable or Missing: 1 (2.2%)	4a. Do you expect to work for pay before marriage?	-0-	2.2% 1	(17.8%) 8	(77.8%) 35
2 (4.4%)	4b. Do you expect to work for pay after marriage?	-0-	(4.4%) 2	(26.7%) 12	(64.4%) 29
2 (4.4%)	4c. Do you expect your spouse to work for pay before marriage?	(2.2%) 1	-0-	(35.6%) 16	(57.8%) 26
2 (4.4%)	4d. Do you expect your spouse to work for pay after marriage?	92.2%) 1	(11.1%) 5	(26.7%) 12	(55.6%) 25

5. Do you think sex discrimination in the labor force is a problem? (check one)

-0- 1. No, it is not a problem.
(40.0%) 18 2. Yes, but it is not too serious.
(44.4%) 20 3. Yes, it is a serious problem.
(11.1%) 5 4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

-0- 1. definitely yes
(20.0%) 9 2. probably yes
(51.1%) 23 3. probably not
(28.9%) 13 4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(26.7%) 12 1. Yes, the woman should always work for pay as well as the man.
(46.7%) 21 2. Yes, the woman should work for pay, but only if the household needs the money.
(24.4%) 11 3. No, the woman doesn't have to work for pay, unless she wants to.
(2.2%) 1 4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

	-0-	1. too much
(91.1%)	41	2. about right
(8.9%)	4	3. too little

9. Do you think this unit on career options is helpful for students like yourself?

(15.6%)	7	1. definitely yes
(68.9%)	31	2. probably yes
(15.6%)	7	3. probably not
	-0-	4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lesscns by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

		lesson #1 sex stereo-typing	lesson #2 laws pro-hibiting sex discrim-ination	lesson #3 labor force participa-tion of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
Missing: 1 (2.2%)	10a. Which lesson did you like the best?	-0-	(11.1%) 5	-0-	(80.0%) 36	(6.7%) 3
	10b. Which lesson did you like the least?					
1 (2.2%)	10c. From which lesson did you learn the most?	(11.1%) 5	(35.6%) 16	(13.3%) 6	(28.9%) 13	(8.9%) 4
	10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Total Round #2 Sample Results

In total, 172 students in eight different classrooms and four high schools took the pre- and post-instruction achievement test. Out of a possible 12 points, the average score on the pretest was 7.21 and on the posttest was 7.88, a statistically significant gain. The SRQ was completed by 180 students at the conclusion of the curriculum. Responses to this questionnaire indicated that students liked the unit and thought it would be beneficial for other students like themselves. A summary of the pretest-posttest analyses for each school and for the total sample as presented in Table 10, followed by students' responses to each item on the SRQ.

Table 10: Round #2 Pretest-Posttest Ananlysis Results

School	Test Form	Average Score	Standard Deviation	Number of Cases	Correlation	Degrees of Freedom	t-test value	Significance
Herrin High School	Pretest	8.08	1.93	61	.38	60	.77	n.s.*
	Posttest	8.29	1.95					
Joliet High School	Pretest	6.45	2.20	38	.57	37	.28	n.s
	Posttest	6.55	2.72					
Mattoon High School	Pretest	6.67	1.79	30	.29	29	3.15	$p < .01$
	Posttest	7.90	1.81					
Sycamore High School	Pretest	7.02	2.20	43	.67	42	5.49	$p < .01$
	Posttest	8.44	1.89					
Total	Pretest	7.92	2.14	172	.51	171	4.07	$p < .01$
	Posttest	7.88	2.21					

* n.s. = not significant

Questionnaires were completed by 171 students. A copy of the SRQ with their responses to each question follows.

Round 2 Total Sample

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Herrin/Joliet/Mattoon/Sycamore* *N=180* Teacher: *Walker, Kunce/Holmquist, Clark/Henderson, Milam/Dinges, Welles*

Grade:_____ Period:_____ Are you: *82* Male *98* Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

Missing: 1 (.6%)

(45.6%) 82 1. No
(40.6%) 73 2. Yes
(13.3%) 24 3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to acnieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don' know (7
Missing: 2a. your father	—	—	—	—	—	—	—
2b. your mother	—	—	—	—	—	—	—
5 (2.8%) 2c. yourself in the future	*8 (4.4%)*	*38 (21.1%)*	*67 (37.2%)*	*21 (11.7%)*	*19 (10.6%)*	*12 (6.7%)*	*10 (5.6%)*

3. Do you plan to marry?

Missing: 1 (.6%)

(8.3%) 15 1. No
(91.1%) 164 2. Yes

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
Inapplicable or Missing: 12 (6.7%)	4a. Do you expect to work for pay before marriage?	-0-	(1.7%) 3	(17.8%) 32	(73.9%) 133
14 (7.8%)	4b. Do you expect to work for pay after marriage?	(.6%) 1	(3.9%) 7	(36.7%) 48	(61.1%) 110
14 (7.8%)	4c. Do you expect your spouse to work for pay before marriage?	(2.8%) 5	(5.0%) 9	(36.7%) 66	(47.8%) 86
13 (7.2%)	4d. Do you expect your spouse to work for pay after marriage?	(2.2%) 4	(11.1%) 20	(27.2%) 49	(52.2%) 94

5. Do you think sex discrimination in the labor force is a problem? (check one)

Missing: 4 (2.2%)

(3.3%) 6 1. No, it is not a problem.
(45.6%) 82 2. Yes, but it is not too serious.
(40.0%) 72 3. Yes, it is a serious problem.
(8.9%) 16 4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(5.0%) 9 1. definitely yes
(32.2%) 58 2. probably yes
(43.3%) 78 3. probably not
(19.4%) 35 4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

Missing: 1 (.6%)

(21.7%) 39 1. Yes, the woman should always work for pay as well as the man.
(46.1%) 83 2. Yes, the woman should work for pay, but only if the household needs the money.
(26.7%) 48 3. No, the woman doesn't have to work for pay, unless she wants to.
(5.0%) 9 4. No, the woman should not work for pay since her main responsibility is to the household.

Total Sample: #2)

Part II

8. The amount of reading in this unit on career options was:

Missing: 1 (.6%)

(2.2%) 4 1. too much
(83.9%) 151 2. about right
(13.3%) 24 3. too little

9. Do you think this unit on career options is helpful for students like yourself?

(33.3%) 60 1. definitely yes
(50.0%) 90 2. probably yes
(13.9%) 25 3. probably not
(2.8%) 5 4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
Missing: 5 (2.8%) 10a. Which lesson did you like the best?	(8.9%) 16	(12.8%) 23	(3.9%) 7	(57.8%) 104	(13.9%) 25
10b. Which lesson did you like the least?					
4 (2.2%) 10c. From which lesson did you learn the most?	(9.4%) 17	(31.7%) 57	(21.1%) 38	(28.3%) 51	(7.2%) 13
10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Sex Differences

The average score on the posttest was 7.77 for male students and 7.90 for female students. This difference in scores was not statistically significant, indicating that boys and girls learned equally well. However, sex differences did appear in students' attitudes as measured by the SRQ. Among them, only 12% of the males, in contrast with 86% of the females definitely expect their spouse to work for pay after marriage. Also, 34% of the male students, but 45% of the female students think that sex discrimination in the labor force is a serious problem.

A copy of the SRQ with a tally of student responses by sex follows.

Key:
% Female/ % Male

Round 2
SEX COMPARISONS
Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Herrin/ Joliet/Mattoon/Sycamore* Teacher: *Walker, Kunce/Holmquist, Clark/Henderson, Milan/Dinges, Welles*

N=180

Grade: _____ Period: _____ Are you: *82* Male *98* Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

46.9%/43.9% 1. No
39.8%/41.5% 2. Yes
12.2%/14.6% 3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

		grade school	some high school	high school graduate	some college or other high school training	college graduate	other college advanced degree	don't know
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
Missing:	2a. your father	___	___	___	___	___	___	___
	2b. your mother	___	___	___	___	___	___	___
2.0%/ 3.7%	2c. yourself in the future	*6.1%/ 2.4%*	*17.3%/ 25.6%*	*39.8%/ 34.1%*	*12.2%/ 11.0%*	*11.2%/ 9.8%*	*6.1%/ 7.3%*	*5.1% 6.1%*

3. Do you plan to marry?

3.1%/14.6% 1. No
95.9%/85.4% 2. Yes

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

	definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
Inapplicable or Missing: 3.1%/ 11.0% 4a. Do you expect to work for pay before marriage?	*0/0*	*3.1%/ 0*	*21.4%/ 13.4%*	*72.4%/ 75.6%*
3.1%/ 13.4% 4b. Do you expect to work for pay after marriage?	*1.0%/ 0*	*6.1%/ 1.2%*	*48.0%/ 1.2%*	*41.8%/ 84.1%*
3.1%/ 13.4% 4c. Do you expect your spouse to work for pay before marriage?	*0/ 6.1%*	*0/ 11.0%*	*20.4%/ 56.1%*	*76.5%/ 13.4%*
3 1%/ 2% 4d. Do you expect your spouse to work for pay after marriage?	*0/ 4.9%*	*0/ 24.4%*	*11.2%/ 46.3%*	*85.7%/ 12.2%*

Missing: 1.0%// 3.7%

5. Do you think sex discrimination in the labor force is a problem? (check one)

3.1%/3.7% ____ 1. No, it is not a problem.
44.9%/46.3% ____ 2. Yes, but it is not too serious.
44.9%/34.1% ____ 3. Yes, it is a serious problem.
6.1%/12.2% ____ 4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

4.1%/6.1% ____ 1. definitely yes
29.6%/35.4% ____ 2. probably yes
44.9%/41.5% ____ 3. probably not
21.4%/17.1% ____ 4. definitely not

Missing: 0/1.2%

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

31.6%/9.8% ____ 1. Yes, the woman should always work for pay as well as the man.
45.9%/46.3% ____ 2. Yes, the woman should work for pay, but only if the household needs the money.
21.4%/32.9% ____ 3. No, the woman doesn't have to work for pay, unless she wants to.
1.0%/9.8% ____ 4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

sing:
/1.0%

0%/ 4.9% ____ 1. too much
86.7%/80.5% ____ 2. about right
12.2%/14.6% ____ 3. too little

9. Do you think this unit on career options is helpful for students like yourself?

31.6%/35.4% ____ 1. definitely yes
51.0%/48.8% ____ 2. probably yes
15.3%/12.2% ____ 3. probably not
2.0%/ 3.7% ____ 4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

	lesson #1 sex stereo-typing	lesson #2 laws pro-hibiting sex discrim-ination	lesson #3 labor force participa-tion of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
Missing: 0/6.1% 10a. Which lesson did you like the best?	*10.2%/ 7.3%* ___	*10.2%/ 15.9%* ___	*6.1%/ 1.2%* ___	*61.2% 53.7%* ___	*12.2%/ 15.9%* ___
10b. Which lesson did you like the least?	___	___	___	___	___
3.0%/ 3.7% 10c. From which lesson did you learn the most?	*8.2%/ 11.0%* ___	*34.7%/ 28.0%* ___	*22.4%/ 19.5%* ___	*30.6%/ 25.6%* ___	*3.1%/ 12.2%* ___
10d. From which lesson did you learn the least?	___	___	___	___	___

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Item Analysis

The three forms of the achievement test used in Round #1 were also used in Round #2. Based on an item analysis at the end of Round #1, the test forms were changed considerably. However, due to the field test schedule, it was not possible to introduce the revised tests until Round #3. Consequently, in Round #2 no new item analysis was appropriate. In Round #2, the test data were reviewed to ascertain that the pattern of responses found in Round #1 was repeated and that no new problems appeared. The average pretest and posttest scores for each test form is presented in Table 11.

Table 11: Differences In Average Scores Between Test Forms

	Pretest	Posttest
Form A	8.51	8.69
Form B	7.31	8.51
Form C	6.51	6.57

As can be seen from Table 11, Form C was somewhat more difficult than Form A or Form B. This pattern, which also characterized Round #1 results, occured for both the pretest and the posttest, and confirmed the revisions that were designed after Round #1.

Round #2 Revisions

Revision of Instruments

No new problems concerning the achievement tests or the SRQs were uncovered. Consequently, the revisions designed at the end of Round #1, and planned for implementation during Round #3, were confirmed.

Revision of Curriculum

Revisions in the students' materials and Teacher's Guide were based on patterns of performance and attitude, observations made by staff, and teachers' and students' comments. Typically, revisions were made to simplify language and procedures.

Modifications of the students' materials included:

1) Game rules: The use of the education card was clarified; the banker's role was expanded to include giving each player 50 experience points to start the game; players were permitted to take a free throw upon throwing a double; experience points were changed for the "high cost of living"; and the banker was required to initial a player's employment record when he/she paid the cost of living.

2) Game board: Park bench was changed to opportunity; "dog bites postman" changed to "child needs braces"; and an arrow was printed by "start" to indicate the direction in which players move.

3) True-false quiz: percentages were removed to simplify language.

4) Court cases: Mr. Prince's name was changed to Mr. Jones and a misprint was corrected.

5) The relatively sophisticated Department of Labor charts were removed.

6) Wage chart: Questions 5, 6, and 7 were clarified.

Modifications of the Teacher's Guide included:

1) Preliminary Student Questionnaire was removed.

2) A new pretest was added that had only one form. Along with this, new administration directions were provided.

3) Teachers were advised that in the first exercise (in which students are to draw members of different occupations) students should be told to concentrate primarily on what persons were doing rather than what they looked like.

4) In the court cases, it was suggested that the one student playing the judge, rather than the teacher, should read the judge's decision.

5) In discussing the true-false quiz, teachers were advised to be sensitive to students' feelings about such issues as the one-parent family.

6) The Department of Labor charts were removed because of their sophistication.

7) A summary of all lessons was added for use as a review lesson.

8) A new single-form posttest and directions were added.

Round #3 Analysis Results

The results of the third round of field-testing will now be be presented, first on a school-by-school basis, and then for the entire sample participating in Round #3.

School-by-School Results

Seven schools particpated in the third round of field test as described in Table 12.

Table 12: Round #3 Participating Schools

Participating School	Number of Classes	Level of Schooling	Geographic Area	Demography
1. Herrin	2	High School	southern	Nonmetropolitan
2. Joliet	2	High School	northern	Metropolitan
3. Elk Grove	2 (combined)	High School	northern	Metropolitan
4. Pekin	2	Vocational Center	central	Metropolitan
5. Richland	2	Community College	central	Metropolitan
6. Clark	1	Junior High School	southern	Metropolitan
7. Martin Luther King	1	Junior High School	southern	Metropolitan

Herrin High School. Twenty-eight students at Herrin High School took both the pre- and post-achievement test. The average pretest score for these students was 8.46 points (out of a total of 12 points) and the posttest score was 9.43 (out of 12 points). The difference from pretest to posttest was statisically significant, indicating that students did learn as a consequence of their participation in the curriculum.

SRQ's were completed by 28 students. Of these students, 14 (50%) stated that in their opinion, sex discrimination in the labor force is a problem. In another question, students were asked if women should share the responsibility with men for working for pay to support their families. In response, 9 (32%) students answered that a woman does not have to work for pay unless she wants to, 14 (50%) students responded that a woman should work for pay, but only if the household needs it, and 5 (18%) students were of the opinion that a woman should always work for pay just like a man.

The majority of students enjoyed Expanding Career Horizons. Twenty-three (82%) thought that the amount of reading was "about right" and 23 (82%) agreed that the curriculum was "probably" or "definitely" helpful for students like themselves. Students' favorite part was the fourth lesson which made use of the game.

A copy of the SRQ with a tally of students' responses to each item follows.

Round 3 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Herrin High School* Teacher: *Garrison/Kunce*

Class(es): *Typing/Drafting* Sample: *38* Total *16* Male *22* Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?
   - *(39.3%) 11* 1. No
   - *(35.7%) 10* 2. Yes
   - *(25.0%) 7* 3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

		grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
Missing:	2a. your father	—	—	—	—	—	—	—
	2b. your mother	—	—	—	—	—	—	—
4 (14.3%)	2c. yourself in the future	*2 (7.1%)*	*2 (7.1%)*	*9 32.1%)*	*1 (3.6%)*	*8 (28.6%)*	*1 (3.6%)*	*1 (3.6%*

3. Do you plan to marry?

1 (3.6%)
- *(7.1%) 2* 1. No
- *(89.3%) 25* 2. Yes

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

Missing:		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
2 (7.1%)	4a. Do you expect to work for pay before marriage?	0	1 (3.6%)	8 (28.6%)	17 (60.7%)
2 (7.1%)	4b. Do you expect to work for pay after marriage?	0	0	7 (25.0%)	19 (67.9%)
3 (10.7%)	4c. Do you expect your spouse to work for pay before marriage?	0	6 (21.4%)	9 (32.1%)	10 (35.7%)
2 (7.1%)	4d. Do you expect your spouse to work for pay after marriage?	1 (3.6%)	7 (25.0%)	6 (21.4%)	12 (42.9%)

5. Do you think sex discrimination in the labor force is a problem? (check one)

-0- ____ 1. No, it is not a problem.
(35.7%) 10 ____ 2. Yes, but it is not too serious.
(50.0%) 14 ____ 3. Yes, it is a serious problem.
(14.3%) 4 ____ 4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(17.9%) 5 ____ 1. definitely yes
(39.3%) 11 ____ 2. probably yes
(28.6%) 8 ____ 3. probably not
(14.3%) 4 ____ 4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(17.9%) 5 ____ 1. Yes, the woman should always work for pay as well as the man.
(50.0%) 14 ____ 2. Yes, the woman should work for pay, but only if the household needs the money.
(32.1%) 9 ____ 3. No, the woman doesn't have to work for pay, unless she wants to.
-0- ____ 4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

(10.7%)	3	1. too much
(82.1%)	23	2. about right
(7.1%)	2	3. too little

9. Do you think this unit on career options is helpful for students like yourself?

(28.6%)	8	1. definitely yes
(53.6%)	15	2. probably yes
(17.9%)	5	3. probably not
-0-		4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
Missing: (10.7%) 10a. Which lesson did you like the best?	2 (7.1%)	4 (14.3%)	0	18 (64.3%)	1 (3.6%)
10b. Which lesson did you like the least?					
2 (7.1%) 10c. From which lesson did you learn the most?	3 (10.7%)	8 (28.6%)	1 (3.6%)	14 (50.0%)	0
10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Joliet High School. There were 39 students at Joliet High School who took both the pretest and the posttest. Out of a total possible 12 points, the average pretest score was 5.97 points and the average posttest score was 8.26 points. The difference from pretest to posttest was statistically significant, indicating that students did learn as a consequence of their participation in the curriculum.

SRQs were completed by 39 students. Of these students, 11 (28%) stated that sex discrimination in the labor force is a serious problem. In response to another question, 25 (64%) students agreed that men and women have the same opportunity to obtain good, well-paying jobs.

The majority of the students enjoyed Expanding Career Horizons. Thirty-eight (97%) thought that the amount of reading was "about right" and 36 (92%) indicated that the curriculum was "definitely" or "probably" helpful for students like themselves. Finally, on the whole, students most preferred the lesson on wages and costs of living, which took the form of a game.

A copy of the SRQ with a tally of students' responses to each item follows.

Round 1 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Joliet High School* Teacher: *Bolerjack/Holmquist*

Class(es): *Problem Solving/ Social Behavior* Sample: *39* Total - *10* Male *28* Female **

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

(10.3%)	*4*	1. No
(74.4%)	*29*	2. Yes
(15.4%)	*6*	3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
2a. your father							
2b. your mother							
2c. yourself in the future	*(15.4%) 6*	*(17.9%) 7*	*(38.5%) 15*	*(10.3%) 4*	*(2.6%) 1*	*-0-*	*(15.4%) 6*

3. Do you plan to marry?

(20.5%)	*8*	1. No
(76.9%)	*30*	2. Yes

Missing: (2.6%) 1

If you answered no, please skip to question #5.

** *one student did not report his/her sex*

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

	definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
Missing:				
4a. Do you expect to work for pay before marriage?	-0-	(2.6%) 1	(12.8%) 5	(66.7%) 26
7 (17.9%)				
4b. Do you expect to work for pay after marriage?	(2.6%) 1	(2.6%) 1	(25.6%) 10	(51.3%) 20
7 (17.9%)				
4c. Do you expect your spouse to work for pay before marriage?	-0-	(5.1%) 2	(7.7%) 3	(69.2%) 27
7 (17.9%)				
4d. Do you expect your spouse to work for pay after marriage?	(2.6%) 1	(7.7%) 3	(5.1%) 2	(66.7%) 26
7 (17.9%)				

5. Do you think sex discrimination in the labor force is a problem? (check one)

(5.1%) 2 _____1. No, it is not a problem.
(46.2%) 18 _____2. Yes, but it is not too serious.
(28.2%) 11 _____3. Yes, it is a serious problem.
(20.5%) 8 _____4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(15.4%) 6 _____1. definitely yes
(48.7%) 19 _____2. probably yes
(23.1%) 9 _____3. probably not
(12.8%) 5 _____4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(38.5%) 15 _____1. Yes, the woman should always work for pay as well as the man.
(35.9%) 14 _____2. Yes, the woman should work for pay, but only if the household needs the money.
(20.5%) 8 _____3. No, the woman doesn't have to work for pay, unless she wants to.
(5.1%) 2 _____4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

-0-		1. too much
(97.4%)	38	2. about right
(2.6%)	1	3. too little

9. Do you think this unit on career options is helpful for students like yourself?

(23.1%)	9	1. definitely yes
(69.2%)	27	2. probably yes
(7.7%)	3	3. probably not
-0-		4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

Missing:		lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
2 (5.1%)	10a. Which lesson did you like the best?	(25.6%) 10	(15.4%) 6	(5.1%) 2	(35.9%) 14	(12.8%) 5
	10b. Which lesson did you like the least?					
2 (5.1%)	10c. From which lesson did you learn the most?	(17.9%) 7	(38.5%) 15	(25.6%) 10	(10.3%) 4	(2.6%) 1
	10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Elk Grove High School. There were 16 students at Elk Grove High School who took both the pre- and post-achievement test. Out of a possible 12 points, the average pretest score was 5.57 and the average posttest score was 7.29. The difference between pretest and posttest scores was statistically significant, indicating that students did learn as a consequence of their participation in the curriculum.

SRQs were completed by 16 students. Of these students, 6 (38%) stated that, in their opinion, sex discrimination in the labor force is a "serious" problem. Ten (63%) students agreed that men and women have the same opportunity to obtain good, well-paying jobs, while 6 (37%) students disagreed.

The majority of students enjoyed Expanding Career Horizons. Ten (63%) thought that the amount of reading was appropriate and 11 (69%) agreed that the curriculum was helpful for students like themselves. Students favorite parts were the second and fifth lessons which taught about laws prohibiting sex discrimination and choosing occupations.

A copy of the SRQ with a tally of students' responses to each item follows.

Round 3 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Elk Grove High School* Teacher: *Mr. and Ms. Schneider*

Class(es): *Social Studies* Sample: *16* Total *8* Male *8* Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

(68.8%) *11* ____ 1. No
(12.5%) *2* ____ 2. Yes
(18.8%) *3* ____ 3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't kno (
2a. your father	__	__	__	__	__	__	__
2b. your mother	__	__	__	__	__	__	__
2c. yourself in the future	-0-	*(6.3%)* 1	*(18.8%)* 3	*(6.3%)* 1	*(18.8%)* 3	-0-	*(6.3%)* 1

Missing: 7 (43.8%)

3. Do you plan to marry?

(31.3%) *5* ____ 1. No
(62.5%) *10* ____ 2. Yes

Missing: (6.3%) 1

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

Missing:		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
5(31.3%)	4a. Do you expect to work for pay before marriage?	-0-	-0-	(12.5%) 2	(56.3%) 9
5(31.3%)	4b. Do you expect to work for pay after marriage?	-0-	(6.3%) 1	(25.0%) 4	(37.5%) 6
6(37.5%)	4c. Do you expect your spouse to work for pay before marriage?	-0-	(12.5%) 2	(18.8%) 3	(31.3%) 5
5(31.3%)	4d. Do you expect your spouse to work for pay after marriage?	(6.3%) 1	-0-	(31.3%) 5	(31.3%) 5

5. Do you think sex discrimination in the labor force is a problem? (check one)

	-0-	1. No, it is not a problem.
(50.0%)	8	2. Yes, but it is not too serious.
(37.5%)	6	3. Yes, it is a serious problem.
(12.5%)	2	4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(25.0%)	4	1. definitely yes
(37.5%)	6	2. probably yes
(37.5%)	6	3. probably not
	-0-	4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(25.0%)	4	1. Yes, the woman should always work for pay as well as the man.
(62.5%)	10	2. Yes, the woman should work for pay, but only if the household needs the money.
(12.5%)	2	3. No, the woman doesn't have to work for pay, unless she wants to.
-0-		4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

(18.8%) 3 _____1. too much
(62.5%) 10 _____2. about right
(6.3%) 1 _____3. too little

Missing: (12.5%) 2

9. Do you think this unit on career options is helpful for students like yourself?

(12.5%) 2 _____1. definitely yes
(56.3%) 9 _____2. probably yes
(25.0%) 4 _____3. probably not
(6.3%) 1 _____4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

Missing:		lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
2(12.5%)	10a. Which lesson did you like the best?	(12.5%) 2	(31.3%) 5	(12.5%) 2	(6.3%) 1	(25.0%) 4
	10b. Which lesson did you like the least?					
(25.0%) 4	10c. From which lesson did you learn the most?	(25.0%) 4	(18.8%) 3	(12.5%) 2	(6.3%) 1	(12.5%) 2
	10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Pekin Area Vocational Center. There were 31 students at Pekin Area Vocational Center who took the 12 point pre- and post-instruction achievement tests. The average score for these students on the pretest was 6.77 and the average posttest score was 9.16. The difference between pretest and posttest was statistically significant, indicating that students did learn as a consequence of their participation in the curriculum.

SRQs were completed by 33 students. Of these students, 9 (18%) stated that, in their opinion, sex discrimination in the labor force is a serious problem. In another question, students were asked if men and women have the same opportunity to obtain good, well-paying jobs. In response, 3 (9%) students answered "definitely yes," 11 (33%) answered "probably yes," 15 (46%) answered "probably not," and 4(12%) answered "definitely not."

The majority of students enjoyed Expanding Career Horizons. Twenty-one (64%) indicated that the amount of reading was appropriate and 22 (66%) thought that the curriculum was helpful for students like themselves. The second and fourth lessons were students' favorites.

A copy of the SRQ with a tally of students' responses to each item follows.

Round 3 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Pekin Area Vocational Center* Teacher: *Bagley and Gibbens*

Class(es): *Food Service* *Building Trades* Sample: *33* Total *17* Male *16* Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

(48.5%)	*16*	1. No
(39.4%)	*13*	2. Yes
(12.1%)	*4*	3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
2a. your father							
2b. your mother							
2c. yourself in the future	*(15.2%)* 5	*(15.2%)* 5	*(30.3%)* 10	*(6.1%)* 2	*(3.0%)* 1	-0-	*(12.1%)* 4

Missing: 6 (18.2%)

3. Do you plan to marry?

(9.1%)	*3*	1. No
(90.9%)	*30*	2. Yes

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

Missing:		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
4 (12.1%)	4a. Do you expect to work for pay before marriage?	-0-	-0-	(21.2%) 7	(66.7%) 22
4 (12.1%)	4b. Do you expect to work for pay after marriage?	-0-	(3.0%) 1	(27.3%) 9	(57.6%) 19
3 (9.1%)	4c. Do you expect your spouse to work for pay before marriage?	(3.0%) 1	(9.1%) 3	(24.2%) 8	(54.5%) 18
3 (9.1%)	4d. Do you expect your spouse to work for pay after marriage?	(6.1%) 2	(15.2%) 5	(21.2%) 7	(48.5%) 16

5. Do you think sex discrimination in the labor force is a problem? (check one)

(0%) 0 _____1. No, it is not a problem.
(57.5%) 17 _____2. Yes, but it is not too serious. *Missing: 1 (3%)*
(27.2%) 9 _____3. Yes, it is a serious problem.
(18.2%) 6 _____4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(9.1%) 3 _____1. definitely yes
(33.3%) 11 _____2. probably yes
(45.5%) 15 _____3. probably not
(12.1%) 4 _____4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(24.2%) 8 _____1. Yes, the woman should always work for pay as well as the man.
(27.3%) 9 _____2. Yes, the woman should work for pay, but only if the household needs the money. *Missing: (3.0%) 1*
(33.3%) 11 _____3. No, the woman doesn't have to work for pay, unless she wants to.
(12.1%) 4 _____4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

(27.3%)	9	1. too much
(63.6%)	21	2. about right
(9.1%)	33	3. too little

9. Do you think this unit on career options is helpful for students like yourself?

(12.1%)	4	1. definitely yes
(54.5%)	18	2. probably yes
(15.2%)	5	3. probably not
(18.2%)	6	4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

Missing:		lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
7 (21.2%)	10a. Which lesson did you like the best?	(6.1%) 2	(24.2%) 8	(3.0%) 1	(27.3%) 9	(8.2%) 6
	10b. Which lesson did you like the least?					
10 (30.3%)	10c. From which lesson did you learn the most?	-0-	(24.2%) 8	(21.2%) 7	(15.2%) 5	(9.1%) 3
	10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Richland Community College. Forty-six students at Richland Community College took both the pre- and post-achievement tests. The average pretest score for these students was 8.70 points (out of a total of 12 points) and the posttest score was 10.15 (out of 12 points). The difference between pretests and posttests was statistically significant, indicating that students did learn as a consequence of their participation in the curriculum.

SRQs were completed by 56 students. Of these students, 31 (55%) stated that, in their opinion, sex discrimination in the labor force is a serious problem. In another question, students were asked if women should share the responsibility with men for working for pay to support their families. In response, 4 (7%) students stated that women should not work for pay, 12 (21%) students answered that a woman does not have to work for pay unless she wants to, 27 (48%) students responded that a woman should work for pay, but only if the household needs it, and 12 (21%) students were of the opinion that a woman should always work for pay just like a man.

The majority of students enjoyed Expanding Career Horizons. Forty-four (79%) thought that the amount of reading was "about right" and 46 (82%) agreed that the curriculum was "probably" or "definitely" helpful for students like themselves. Students' favorite part was the first lesson on sex stereotyping.

A copy of the SRQ with a tally of students' responses to each item follows.

Round 3 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Richland Community College* Teacher: *Scarbrough*

Class(es): *Sociology 100 day and evening* Sample: 56 Total 23 Male 33 Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

(64.3%)	36	1. No
(28.6%)	16	2. Yes
(7.1%)	4	3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

Missing:		grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't kno (7
	2a. your father	___	___	___	___	___	___	___
	2b. your mother	___	___	___	___	___	___	___
2 (3.6%)	2c. yourself in the future	(21.4%) 12	(28.6%) 16	(26.8%) 15	(8.9%) 5	(8.9%) 5	(1.8%) 1	-0-

3. Do you plan to marry?

(8.9%)	5	1. No
(83.9%)	47	2. Yes

Missing: (7.1%) 4

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

Missing:		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
9 (16.1%)	4a. Do you expect to work for pay before marriage?	-0-	(1.8%) 1	(10.7%) 6	(71.4%) 40
4 (7.1%)	4b. Do you expect to work for pay after marriage?	-0-	(1.8%) 1	(28.6%) 16	(62.5%) 35
6 (10.7%)	4c. Do you expect your spouse to work for pay before marriage?	(1.8%) 1	(3.6%) 2	(26.8%) 15	(57.1%) 32
3 (5.4%)	4d. Do you expect your spouse to work for pay after marriage?	(3.6%) 2	(7.1%) 4	(23.2%) 13	(60.7%) 34

5. Do you think sex discrimination in the labor force is a problem? (check one)

-0-		1. No, it is not a problem.
(37.5%)	21	2. Yes, but it is not too serious.
(55.4%)	31	3. Yes, it is a serious problem.
(7.1%)	4	4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(14.3%)	8	1. definitely yes
(16.1%)	9	2. probably yes
(28.6%)	16	3. probably not
(41.1%)	23	4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(21.4%)	12	1. Yes, the woman should always work for pay as well as the man.
(48.2%)	27	2. Yes, the woman should work for pay, but only if the household needs the money. *Missing: (1.8%) 1*
(21.4%)	12	3. No, the woman doesn't have to work for pay, unless she wants to.
(7.1%)	4	4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

(7.1%) 4 ____1. too much
(78.6%) 44 ____2. about right
(10.7%) 6 ____3. too little

Missing: (3.6%) 2

9. Do you think this unit on career options is helpful for students like yourself?

(30.4%) 17 ____1. definitely yes
(51.8%) 29 ____2. probably yes
(12.5%) 7 ____3. probably not
(1.8%) 1 ____4. definitely not

Missing: (3.6%) 2

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

Missing:		lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
5 (8.9%)	10a. Which lesson did you like the best?	(35.7%) 20	(17.9%) 10	(7.1%) 4	(7.1%) 4	(23.2%) 13
	10b. Which lesson did you like the least?					
8 (14.3%)	10c. From which lesson did you learn the most?	(19.6%) 11	(28.6%) 16	(14.3%) 8	(16.1%) 9	(7.1%) 4
	10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Clark Junior High School. There were 26 students at Clark Junior High School who took the pretest and the posttest. Out of a possible 12 points, the average pretest score was 4.46 points and the average posttest score was 5.96 points. The difference between pretest and posttest was statistically significant, indicating that the students did learn as a consequence of their participation in the curriculum.

SRQs were completed by 27 students. Of these students, 11 (41%) stated that, in their opinion, sex discrimination in the labor force is a serious problem. In response to another question, 21 (78%) agreed that men and women have the same opportunity to obtain good, well-paying jobs.

The majority of students enjoyed Expanding Career Horizons. Nineteen (70.0%) thought that the amount of reading was "about right" and 23 (85%) agreed that the curriculum was "probably" or "definitely" helpful for students like themselves. Students' favorite part of the curriculum was the second lesson concerning laws prohibiting sex discriminaiton.

A copy of the SRQ with a tally of students' responses to each item follows.

. Round 3 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Clark Junior High School* Teacher: *Hill*

Class(es): *Science* Sample: *27* Total *14* Male *13* Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

(14.8%) *4* _____1. No
(70.4%) *19* _____2. Yes
(14.8%) *4* _____3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

Missing:		grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
	2a. your father	___	___	___	___	___	___	___
	2b. your mother	___	___	___	___	___	___	___
3 *(11.1%)*	2c. yourself in the future	*(11.1%)* *3*	*(14.8%)* *4*	*(25.9%)* *7*	*-0-*	*(7.4%)* *2*	*(7.4%)* *2*	*(22.* *6*

3. Do you plan to marry?

(22.2%) *6* _____1. No
(77.8%) *21* _____2. Yes

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
Missing:					
4 (14.8%)	4a. Do you expect to work for pay before marriage?	-0-	-0-	(22.2%) 6	(63.0%) 17
5 (18.5%)	4b. Do you expect to work for pay after marriage?	(11.1%) 3	(3.7%) 1	(3.7%) 1	(63.0%) 17
4 (14.8%)	4c. Do you expect your spouse to work for pay before marriage?	(3.7%) 1	(7.4%) 2	(25.9%) 7	(48.1%) 13
(18.5%)	4d. Do you expect your spouse to work for pay after marriage?	(11.1%) 3	(3.7%) 1	(22.2%) 6	(44.4%) 12

5. Do you think sex discrimination in the labor force is a problem? (check one)

(18.5%)	5	1. No, it is not a problem.
(7.4%)	2	2. Yes, but it is not too serious.
(40.7%)	11	3. Yes, it is a serious problem.
(22.2%)	6	4. I'm not sure.

Missing: (11.1%) 3

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(22.2%)	6	1. definitely yes
(55.6%)	15	2. probably yes
(11.1%)	3	3. probably not
(7.4%)	2	4. definitely not

Missing: (3.7%) 1

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(48.1%)	13	1. Yes, the woman should always work for pay as well as the man.
(29.6%)	8	2. Yes, the woman should work for pay, but only if the household needs the money.
(11.1%)	3	3. No, the woman doesn't have to work for pay, unless she wants to.
(3.7%)	1	4. No, the woman should not work for pay since her main responsibility is to the household.

Missing: (7.4%)

Part II

8. The amount of reading in this unit on career options was:

(7.4%)	2	____	1. too much
(70.4%)	19	____	2. about right
(14.8%)	4	____	3. too little

Missing: (7.4%) 2

9. Do you think this unit on career options is helpful for students like yourself?

(63.0%)	17	____	1. definitely yes
(22.2%)	6	____	2. probably yes
(3.7%)	1	____	3. probably not
-0-		____	4. definitely not

Missing: (11.1%) 3

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

Missing:		lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
(14.8%)	10a. Which lesson did you like the best?	(7.4%) 2 ___	(29.6%) 8 ___	(7.4%) 2 ___	(14.8%) 4 ___	(25.9%) 7 ___
	10b. Which lesson did you like the least?	___	___	___	___	___
5 (18.5%)	10c. From which lesson did you learn the most?	(7.4%) 2 ___	(29.6%) 8 ___	(22.2%) 6 ___	(11.1%) 3 ___	(11.1%) 3 ___
	10d. From which lesson did you learn the least?	___	___	___	___	___

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

_____

_____

_____

_____

Martin Luther King Junior High School. There were 23 students at Martin Luther King Junior High School who took both the pretest and the posttest. Out of a total possible 12 points, the average pretest score was 2.78 points and the average posttest was 5.39 points. The differences from pretest and posttest was statistically significant, indicating that students did learn as a consequence of their participation in the curriculum.

SRQs were completed by 28 students. Of these students, 5 (18%) stated that sex discrimination in the labor force is a serious problem. In response to another question, 15 (54%) students agreed that men and women have the same opportunity to obtain good, well-paying jobs.

The majority of students enjoyed Expanding Career Horizons. Twenty-four (86%) thought that the amount of reading was "about right" and 26 (93%) indicated that the curriculum was "definitely" or "probably" helpful for students like themselves. Finally, on the whole, students preferred the fifth lesson on choosing occupations.

A copy of the SRQ with a tally of students' responses to each item follows.

Round 3 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Martin Luther King Jr. High School* Teacher: *Jones*

Class(es): *Reading* Sample: *28* Total *12* Male *16* Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

(35.7%)	*10*	1. No
(21.4%)	*6*	2. Yes
(42.9%)	*12*	3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
2a. your father							
2b. your mother							
2c. yourself in the future	-0-	*(3.6%)* 1	*(17.9%)* 5	*(3.6%)* 1	*(3.6%)* 1	*(10.7%)* 3	*(46.4%)* 13

Missing: *4 (14.3%)*

3. Do you plan to marry?

(32.1%)	*9*	1. No
(64.3%)	*18*	2. Yes

Missing: (3.6%) 1

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

Missing:		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
9 (32.1%)	4a. Do you expect to work for pay before marriage?	-0-	(7.1%) 2	(25.0%) 7	(35.7%) 10
9 (32.1%)	4b. Do you expect to work for pay after marriage?	(10.7%) 3	-0-	(21.4%) 6	(35.7%) 10
10 (35.7%)	4c. Do you expect your spouse to work for pay before marriage?	(7.1%) 2	(14.3%) 4	(28.6%) 8	(14.3%) 4
1 (35.7%)	4d. Do you expect your spouse to work for pay after marriage?	(3.6%) 1	(7.1%) 2	(14.3%) 4	(39.3%) 11

5. Do you think sex discrimination in the labor force is a problem? (check one)

(3.6%) 1 _____1. No, it is not a problem.
(17.9%) 5 _____2. Yes, but it is not too serious. *Missing:* (10.7%) 3
(17.9%) 5 _____3. Yes, it is a serious problem.
(10.7%) 14 _____4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(17.9%) 5 _____1. definitely yes
(35.7%) 10 _____2. probably yes *Missing:* (7.1%) 2
(32.1%) 9 _____3. probably not
(7.1%) 2 _____4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(46.4%) 13 _____1. Yes, the woman should always work for pay as well as the man.
(21.4%) 6 _____2. Yes, the woman should work for pay, but only if the household needs the money. *Missing:* (3.6%) 1
(21.4%) 6 _____3. No, the woman doesn't have to work for pay, unless she wants to.
(7.1%) 2 _____4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

(3.6%) 1 ____1. too much
(85.7%) 24 ____2. about right
(3.6%) 1 ____3. too little

Missing: (7.1%) 2

9. Do you think this unit on career options is helpful for students like yourself?

(57.1%) 16 ____1. definitely yes
(35.7%) 10 ____2. probably yes
-0- ____3. probably not
-0- ____4. definitely not

Missing: (7.1%) 2

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

Missing:		lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
2 (7.1%)	10a. Which lesson did you like the best?	-0-	(17.9%) 5	(3.6%) 1	(21.4%) 6	(50.0%) 14
	10b. Which lesson did you like the least?					
3 (10.7%)	10c. From which lesson did you learn the most?	(7.1%) 2	(17.9%) 5	(14.3%) 4	(25.0%) 7	(25.0%) 7
	10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Total Round #3 Sample Results

In total, 207 students in 11 different classrooms and seven schools took the pre- and post-instruction achievement test. Out of a possible 12 points, the average score on the pretest was 6.46 and on the posttest was 8.30, a statistically significant gain. The SRQ was completed by 227 students at the conclusion of the curriculum. Responses to this questionnaire indicated that students liked the unit and thought it would be beneficial for other students like themselves. A summary of the pretest-posttest analyses for each school, and for the total sample is presented in Table 13, followed by students' responses to each item on the SRQ.

Table 13: Round #3 Pretest-Posttest Analysis Results

School	Test Form	Average Score	Standard Deviation	Number of Cases	Correlations	Degrees of Freedom	t-test Value	Significance
Herrin High School	Pretest	8.46	1.84	28	.54	27	3.02	$p < .01$
	Posttest	9.43	1.66					
Joliet High School	Pretest	5.97	2.22	39	.31	38	4.90	$p < .01$
	Posttest	8.26	2.69					
Martin Luther King Jr. High School	Pretest	2.78	1.41	23	.49	22	7.48	$p < .01$
	Posttest	5.39	1.83					
Clark Jr. High School	Pretest	4.46	1.86	26	.26	25	3.14	$p < .01$
	Posttest	5.96	2.13					
Elk Grove High School	Pretest	5.57	1.74	14	.27	13	2.40	$p < .05$
	Posttest	7.29	2.56					
Pekin Vocational Center	Pretest	6.77	1.93	31	.39	30	6.40	$p < .01$
	Posttest	9.16	1.83					
Richland Community College	Pretest	8.70	1.86	46	.28	45	4.62	$p < .01$
	Posttest	10.15	1.70					
Total	Pretest	6.46	2.69	207	.62	206	11.44	$p < .01$
	Posttest	8.30	2.62					

Questionnaires were completed by 227 students.

Total Sample

Round #3 of Field Test

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Herrin H.S., Joliet H.S., M.L.King Jr.H.S., Clark Jr. H.S. Pekin Area Vocational Center, Richland Community College, & Elk Grove H.S.*

Class(es):_____ Sample: *227* Total * *100* Male *126* Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

(40.5%) 92 ____1. No
(41.9%) 95 ____2. Yes
(17.6%) 40 ____3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

Missing:		grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
	2a. your father	—	—	—	—	—	—	—
	2b. your mother	—	—	—	—	—	—	—
26 (11.5%)	2c. yourself in the future	*(12.3%) 28*	*(15.9%) 36*	*(28.2%) 64*	*(6.2%) 14*	*(9.3%) 21*	*(3.1%) 7*	*(13.7 31*

3. Do you plan to marry?

(16.7%) 38 ____1. No
(79.7%) 181 ____2. Yes

Missing: (3.5%) 8

If you answered no, please skip to question #5.

* *one student did not give her/his sex*

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

Missing:		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
40 (17.6%)	4a. Do you expect to work for pay before marriage?	-0-	(2.2%) 5	(18.1%) 41	(62.1%) 141
36 (15.9%)	4b. Do you expect to work for pay after marriage?	(3.1%) 7	(2.2%) 5	(23.3%) 53	(55.5%) 126
39 (17.2%)	4c. Do you expect your spouse to work for pay before marriage?	(2.2%) 5	(9.3%) 21	(23.3%) 53	(48.0%) 109
35 (15.4%)	4d. Do you expect your spouse to work for pay after marriage?	(4.8%) 11	(9.7%) 22	(18.9%) 43	(51.1%) 116

5. Do you think sex discrimination in the labor force is a problem? (check one)

(3.5%)	8	1. No, it is not a problem.
(85.7%)	81	2. Yes, but it is not too serious.
(38.3%)	87	3. Yes, it is a serious problem.
(19.4%)	44	4. I'm not sure.

Missing: (3.1%) 7

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

(16.3%)	37	1. definitely yes
(35.7%)	81	2. probably yes
(29.1%)	66	3. probably not
(17.6%)	40	4. definitely not

Missing: (1.3%) 3

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

(30.8%)	70	1. Yes, the woman should always work for pay as well as the man.
(38.8%)	88	2. Yes, the woman should work for pay, but only if the household needs the money.
(22.5%)	51	3. No, the woman doesn't have to work for pay, unless she wants to.
(5.7%)	13	4. No, the woman should not work for pay since her main responsibility is to the household.

Missing: (2.2%) 5

Part II

8. The amount of reading in this unit on career options was:

(9.7%) 82 ____1. too much
(78.9%) 179 ____2. about right
(7.9%) 18 ____3. too little

Missing: (3.5%) 8

9. Do you think this unit on career options is helpful for students like yourself?

(32.2%) 73
(50.2%) 114 ____1. definitely yes
(11.0%) 25 ____2. probably yes
(3.5%) 8 ____3. probably not
____4. definitely not

Missing: (3.1%) 7

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

Missing:		lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
(11.0%)	10a. Which lesson did you like the best?	(16.7%) 38	(20.3%) 46	(5.3%) 12	(24.7%) 56	(22.0%) 50
	10b. Which lesson did you like the least?					
34 (15.0%)	10c. From which lesson did you learn the most?	(12.8%) 29	(27.8%) 63	(16.7%) 38	(18.9%) 43	(8.8%) 20
	10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Sex Differences

The average score on the pretest was 6.67 points for male students and 6.41 for female students. The difference between these scores is not statistically significant, suggesting that both sexes were equally knowledgeable before instruction. The average score on the posttest was 8.05 points for male students and 8.13 points for female students. This difference in scores was not statistically significant, indicating that boys and girls learned equally well. However, sex differences did appear in some students' attitudes as measured by the SRQ. Among them, 20% of the males, in contrast to 75% of the females, definitely expect their spouse to work for pay after marriage. Male and female students did agree, however, that the unit on career options is helpful for students like themselves.

A copy of the SRQ with tallies of responses by sex follows.

Sex Differences

Round 3 of Field Test

Student's Reaction Questionnaire

Neg.
Male % / Female %

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Herrin H.S., Joliet H.S., M.L.King Jr. H.S., Clark Jr. H.S., Pekin Area Vocational Center, Richland Community College, & Elk Grove H.S.*

Class(es): _____ Sample: *286* Total *100* Male *126* Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

37.0%/43.7% _____1. No
45.0%/38.9% _____2. Yes
18.0%/17.5% _____3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school	some high school	high school graduate	some college or other high school training	college graduate	other college advanced degree	don't know
Missing:	(1)	(2)	(3)	(4)	(5)	(6)	(7)
2a. your father	___	___	___	___	___	___	___
2b. your mother	___	___	___	___	___	___	___
2c. yourself in the future	*7.0%/16.7%*	*17.0%/15.1%*	*30.0%/27.0%*	*7.0%/5.6%*	*11.0%/7.9%*	*3.0%/3.2%*	*15.0%/11.9%*
0%/12.7%	___	___	___	___	___	___	___

3. Do you plan to marry?

20.0%/14.3% _____1. No
77.7%/81.7% _____2. Yes

Missing: 3.0%/4.0%

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

Missing:		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
19.0%/16.7%	4a. Do you expect to work for pay before marriage?	0/0	3.0%/1.6%	14.0%/21.4%	64.0%/60.3%
20.0%/12.7%	4b. Do you expect to work for pay after marriage?	5.0%/1.6%	0/4.0%	0/39.7%	72.0%/42.1%
30.0%/15.1%	4c. Do you expect your spouse to work for pay before marriage?	3.0%/1.6%	18.0%/2.4%	38.0%/11.9%	21.0%/69.0%
30.[illegible]/11.9%	4d. Do you expect your spouse to work for pay after marriage?	9.0%/1.6%	18.3%/3.2%	33.0%/7.9%	20.0%/75.4%

5. Do you think sex discrimination in the labor force is a problem? (check one)

5.0%/2.4% ____1. No, it is not a problem.
37.0%/34.9% ____2. Yes, but it is not too serious.
31.0%/44.4% ____3. Yes, it is a serious problem.
22.0%/16.7% ____4. I'm not sure.

Missing: 5.0%/1.6%

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

20.0%/13.5% ____1. definitely yes
29.0%/41.3% ____2. probably yes
33.0%/25.4% ____3. probably not
16.0%/19.0% ____4. definitely not

Missing: 2.0%/.8%

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

27.0%/33.3% ____1. Yes, the woman should always work for pay as well as the man.
42.0%/36.5% ____2. Yes, the woman should work for pay, but only if the household needs the money. Missing: 3.0%/1.6%
22.0%/23.0% ____3. No, the woman doesn't have to work for pay, unless she wants to.
6.0%/5.6% ____4. No, the woman should not work for pay since her main responsibility is to the household.

Part II

8. The amount of reading in this unit on career options was:

15.0%/5.6%	_____1.	too much
75.0%/81.7%	_____2.	about right
7.0%/8.7%	_____3.	too little

Missing: 3.0%/4.0%

9. Do you think this unit on career options is helpful for students like yourself?

24.0%/38.9%	_____1.	definitely yes
53.0%/47.6%	_____2.	probably yes
14.0%/8.7%	_____3.	probably not
5.0%/2.4%	_____4.	definitely not

Missing: 4.0%/2.4%

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

Missing:		lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
.0%/11.1%	10a. Which lesson did you like the best?	13.0%/ 19.8%	17.0%/ 23.0%	7.0%/ 4.0%	32.0%/ 18.3%	20.0%/ 23.8%
	10b. Which lesson did you like the least?	___	___	___	___	___
16.0%/14.3%	10c. From which lesson did you learn the most?	13.0%/ 12.7%	28.0%/ 27.8%	15.0%/ 17.5%	20.0%/ 18.3%	8.0%/ 9.5%
		___	___	___	___	___
	10d. From which lesson did you learn the least?	___	___	___	___	___

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

_____

_____

_____

_____

Item Analyses

Analyses of the pre-instruction and post-instruction achievement tests were conducted that involved computing item frequencies, standard deviations, and point-biserial correlations. Test performance from the junior high school students was not included in the item analyses because students in these two classrooms were mistakenly given old versions of the achievement tests (i.e., forms A, B, and C from Round #1). The results of the analyses are presented in Table 14.

Table 14: Round #3 Item Analysis Results

Test	Item	Difficulty	Standard Deviation	Point Biserial Correlation	Distractors						Test Statistics
					No Response	A	B	C	D	E	
	1	.52	.50	.43	0	.01	.52	.46	.00	.00	
	2	.67	.47	.44	0	.14	.10	.05	.67	.00	
	3	.69	.46	.45	0	.69	.10	.11	.09	.00	X = 7.36
	4	.85	.36	.32	0	.03	.03	.85	.02	.05	SD = 2.36
	5	.58	.49	.37	0	.20	.58	.17	.03	.00	N = 147
	6	.63	.48	.49	0	.63	.03	.27	.06	.00	
	7	.44	.50	.48	0	.05	.05	.44	.41	.00	
	8	.73	.44	.40	0	.05	.03	.73	.16	.00	
	9	.63	.48	.46	0	.63	.12	.10	.14	.00	
	10	.54	.50	.36	0	.18	.54	.05	.20	.00	
	11	.58	.49	.33	0	.03	.58	.36	.01	.00	
	12	.49	.50	.44	0	.11	.49	.37	.00	.00	
	1	.92	.27	.22	0	.02	.06	.92	.00	.00	
	2	.70	.46	.50	0	.05	.70	.13	.02	.00	X = 8.85
	3	.72	.45	.53	0	.09	.05	.12	.72	.00	SD = 2.43
	4	.87	.34	.48	0	.87	.02	.05	.01	.03	N = 151
	5	.63	.48	.53	0	.25	.63	.07	.05	.00	
	6	.73	.44	.54	0	.73	.10	.06	.10	.00	
	7	.93	.26	.41	0	.03	.03	.93	.01	.00	
	8	.62	.49	.51	0	.11	.13	.15	.62	.00	
	9	.76	.43	.43	0	.04	.76	.13	.05	.00	
	10	.53	.50	.55	0	.15	.15	.16	.53	.00	
	11	.66	.47	.44	0	.66	.03	.28	.00	.00	
	12	.78	.41	.54	0	.06	.15	.78	.00	.00	

The item analysis results for the pretest achievement measure indicate that most items are at the appropriate level of difficulty with possible exception of items 4 and 8 which are probably too easy. Also, all pretest items demonstrated an acceptable degree of item-test consistency as measured by point-biserial correlations. Finally, most distractors were equally plausible to untutored students.

Since students were not untutored when the posttest was administered, it is more difficult to interpret the item analysis results for the post-instruction achievement measure. However, the results do show that no item was too difficult and that all the posttest items achieved satisfactory point-biserial correlations.

Round #3 Revisions

Revision of Instruments

Because each test item measured an important skill or knowledge, and because the item analysis results did not uncover any serious psychometric problems, no changes were made in the pre- and post-instruction achievement tests.

Revision of Curriculum

Based on the results of the operational field test, the following revisions were incorporated into the curriculum:

- A graphic artist reformatted, illustrated, and packaged the curriculum.
- Alternative schedules were developed so that the curriculum could be used as a one or two week course.
- Additional references and supplementary projects were provided
- Motivational activities were added.

Summary Information for Rounds #1, #2, and #3

In this section of the report, a profile of the total field test sample, responses to the Student's Reaction Questionnaire, and combined achievement test results from all three rounds of field testing are presented.

A Profile of the Total Field Test Sample

Five-hundred and four students (97 in Round #1, 180 in Round #2, and 227 in Round #3) participated in the field test of Expanding Career Horizons. Two-hundred and twenty of the students were males, 268 were females, and 14 failed to name their sex. The field test participants were selected to be geographically representative of Illinois: 203 of the participating students lived in metropolitan areas and 301 lived in non-metropolitan areas; 191 of the students came from northern Illinois, 119 came from southern Illinois, and 194 came from central Illinois. The field test participants were also selected to be representative of tne different types and levels of schooling in Illinois, and consequently, 5 high schools (accounting for 360 of the students), 2 junior high schools (accounting for 56 students), and 1 secondary level vocational center (accounting for 33 students) were involved in the field test. Participating students were in a diverse range of courses such as typing, consumer education, problems of democracy, cooperative education, bookkeeping, drafting, graphic arts, social behavior, sociology, American business, current American problems, reading, social studies, food service, building trades, science, and PPSO problem solving. Finally, seventeen teachers (seven males and ten females) participated in the field test so that 187 students were instructed by male teachers and 317 by female teachers.

Students' Performance on Achievement Tests

Four hundred and seventy-six students completed a pretest and a posttest in Rounds #1, #2, and #3. Out of 12 possible points, the average pretest score was 6.80 points and the average posttest score was 8.09 points, a statistically significant gain. A summary of pretest-posttest analyses for each round of field testing and the total field test sample is presented in Table 15.

Table 15: Total Sample Pretest-Posttest Analysis Results

Sample	Test Form	Average Score	Standard Deviation	Number of Cases	Correlation	Degrees of Freedom	t-test Value	Significance
Round #1	Pretest	6.81	2.16	97	.41	43	3.07	$p < .01$
	Posttest	8.01	1.94					
Round #2	Pretest	7.21	2.14	172	.51	171	4.07	$p < .01$
	Posttest	7.88	2.21					
Round #3	Pretest	6.46	2.69	207	.62	206	11.44	$p < .01$
	Posttest	8.30	2.62					
Total	Pretest	6.80	2.30	476	.56	475	12.76	$p < .01$
	Posttest	8.09	2.40					

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Responses to the Student's Reaction Questionnaire

In total, 504 students completed a SRQ. Responses to the questionnaire indicated that students liked the course, and thought that the fourth lesson, which made use of the game, was most enjoyable and that the second lesson, involving laws prohibiting sex discrimination, was the most valuable learning experience. Over eighty percent of the students agreed that the amount of reading was about right and that the unit was helpful for students like themselves. A summary of students' responses to each item on the SRQ follows.

Total Field Test Sample: Rounds 1, 2, and 3

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Total Sample (Rounds #1, #2, & #3)* Teacher: _____ *N=504*

Grade: _____ Period: _____ Are you: _____Male _____Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

Missing: 1 (0.2%)

(42.5%) 214 _____1. No
(41.1%) 207 _____2. Yes
(16.3%) 82 _____3. Not sure

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don kno (7)
2a. your father	___	___	___	___	___	___	___
2b. your mother	___	___	___	___	___	___	___
2c. yourself in the future	*46 (9.1%)*	*90 (17.9%)*	*166 (32.9%)*	*47 (9.3%)*	*44 (8.7%)*	*24 (4.8%)*	*46 (9.1*

Missing: 41 (8.1%)

3. Do you plan to marry?

Missing: 12 (2.4%)

(12.3%) 62 _____1. No
(85.3%) 430 _____2. Yes

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

	definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
4a. Do you expect to work for pay before marriage? (Missing: 60 (11.9%))	-0-	8 (1.6%)	88 (17.5%)	348 (69.0%)
4b. Do you expect to work for pay after marriage? (60 (11.9%))	9 (1.8%)	19 (3.8%)	120 (23.8%)	296 (58.7%)
4c. Do you expect your spouse to work for pay before marriage? (60 (11.9%))	11 (2.2%)	38 (7.5%)	149 (29.6%)	246 (48.8%)
4d. Do you expect your spouse to work for pay after marriage? (11.1%)	20 (4.0%)	53 (10.5%)	110 (21.8%)	265 (52.6%)

5. Do you think sex discrimination in the labor force is a problem? (check one)

11 (2.2%)

(4.0%) 20 _____1. No, it is not a problem.
(37.7%) 190 _____2. Yes, but it is not too serious.
(41.3%) 208 _____3. Yes, it is a serious problem.
(14.9%) 75 _____4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

3 (0.6%)

(11.3%) 57 _____1. definitely yes
(34.5%) 174 _____2. probably yes
(35.9%) 181 _____3. probably not
(17.7%) 89 _____4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

6 (1.2%)

(26.8%) 135 _____1. Yes, the woman should always work for pay as well as the man.
(42.3%) 213 _____2. Yes, the woman should work for pay, but only if the household needs the money.
(24.8%) 125 _____3. No, the woman doesn't have to work for pay, unless she wants to.
(5.0%) 25 _____4. No, the woman should not work for pay since her main responsibility is to the household.

(Total Sample)

Part II

8. The amount of reading in this unit on career options was:

sing:
(2.2%)
(5.4%) 27 _____1. too much
(82.3%) 415 _____2. about right
(10.1%) 51 _____3. too little

9. Do you think this unit on career options is helpful for students like yourself?

8 (1.6%)
(34.9%) 173 _____1. definitely yes
(50.8%) 252 _____2. probably yes
(11. %) 56 _____3. probably not
(3.0%) 15 _____4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
38 (7.1%) 10a. Which lesson did you like the best?	67 (13.3%)	84 (16.7%)	24 (4.8%)	209 (41.5%)	84 (16.7%)
10b. Which lesson did you like the least?					
44 (8.7%) 10c. From which lesson did you learn the most?	69 (13.7%)	134 (26.6%)	97 (19.2%)	115 (22.8%)	45 98.9%)
10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

_____

_____

_____

_____

IN-DEPTH INVESTIGATIONS

The data from all three rounds of the field testing were used to conduct supplementary, in-depth investigations whose purpose was to provide additional information about the characteristics of the students, teachers, and schools that did (and did not) benefit from Expanding Career Horizons. To do this, in-depth analyses were conducted to determine whether differences in achievement and attitude could be related to level of schooling, geographic location of schools, demographic characteristics of schools, students' sex, and/or teachers' sex. In this final section of the report, the results of these analyses are presented.

Differences in Performance Related to Student' Sex

The average pretest score for the total field test sample on the 12-point achievement measure was 6.75 points for male students and 6.86 for female students. This difference in scores was not statistically different, suggesting that students of both sexes were equally knowledgeable at the beginning of the course. At the end of the course, the average posttest score on the 12-point parallel achievement measure was 8.06 points for male students and 8.13 for female students. The differences between the posttest scores was also not statistically significant, but the pretest- and posttest gain for each sex group was statistically significant, indicating that students of different sexes learned equally well and benefited from the course. The results of these analyses are reported in Table 16.

Table 16: Relationships Between

Students' Sex and Achievement

Test	Type of Student	N	Mean	Standard Deviation	Correlations*	df	t-test value	Significance
Pretest	Male students	222	6.75	2.31	--	500	.48	ns
	Female students	279	6.86	2.46				
Posttest	Male students	220	8.06	2.35	--	426	.33	ns
	Female students	227	8.13	2.43	--			
Pretest	Male students	220	6.77	2.41	.45	219	7.37	$<.01$
Posttest			8.11	2.31				
Pretest	Female students	226	6.88	2.41	.51	225	7.70	$<.01$
Posttest			8.13	2.52				

ns = not significant

* = Correlations are only given for dependent t-tests.

Although there were no differences in measures of achievement that were related to students' sex, male and female students did differ in terms of their attitudes. For example, 93.5% of the male students, but only 46.3% of the female students answered "definitely yes" to the question (SRQ #4B). "Do you expect ot work for pay after marriage?" Similarly, 87.9% of the female students, compared to 20.7% of the male students, definitely expect their spouse to work for pay after marriage (SRQ #4D). Also, more female students than male students (85.3% versus 76.2%) perceived sex discrimination in the labor force to be a problem (SRQ #5), and more female students than male students (33.5% versus 18.3%) believe that the woman should always work for pay as well as the man. These patterns were found to be statistically significant when tested with the Chi-square statistic. However, no significant differences were found between male and female students' perceptions of how useful the curriculum was for students like themselves (SRQ #9). The results of the Chi-square analyses are summarized in Table 17, followed by a copy of the SRQ with responses tallied by sex.

Table 17: Relationships Between Students' Sex and Attitudes

Chi-Square Test Between Students' Sex and Attitudes	N	X^2	df	Significance
SRQ #4B- Do you expect to work for pay after marriage?	432	114.95	3	<.01
SRQ #4D- Do you expect your spouse to work for pay after marriage?	435	202.04	3	<.01
SRQ #5- Do you think sex discrimination in the labor force is a serious problem?	479	12.21	3	<.01
SRQ #6- Do men and women have the same opportunity to obtain good, well-paying jobs?	487	7.47	3	<.01
SRQ #7- Do you think women should share the responsibility with men for working for pay to support their families?	484	17.67	3	<.01
SRQ #9- Do you think this unit is helpful for students like yourself?	482	4.12	3	ns

Key: Male % / Female %

Total Field Test Sample

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinion about the special unit you've been taking in broadening career options. The information you provide will be used to improve the unit and make it more useful and interesting.

School: *Total Field Test Sample* Teacher: *N=490*

Grade:_____ Period:_____ Are you: *222* Male *268* Female

Part I

1. Have you ever taken a class or special career guidance unit in which you learned about career opportunities?

40.5%/44.8% 1. No
43.2%/38.1% 2. Yes
16.2%/16.8% 3. Not sure

Missing: 0.0%/0.4%

2. In the first row (question 2a) check the number cooresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

Missing:		grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
	2a. your father							
	2b. your mother							
8.1%/ 8.6%	2c. yourself in the future	*5.4%/ 11.9%*	*19.8%/ 15.3%*	*32.9%/ 32.8%*	*9.5%/ 9.3%*	*8.6% 9.3%*	*5.0%/ 4.9%*	*10.8% 7.8%*

3. Do you plan to marry?

15.8%/9.7% 1. No
82.0%/87.7% 2. Yes

Missing: 2.3%/2.6%

If you answered no, please skip to question #5.

4. For question 4a-4d, check the number of the most appropriate choice for yourself and your spouse.

Missing:		definitely not (1)	probably not (2)	probably not (3)	definitely yes (4)
14.4%/ 10.1%	4a. Do you expect to work for pay before marriage?	0%/ 0%	1.4%/ 1.9%	14.0%/ 21.3%	70.3%/ 66.8%
16.2%/ 8.2%	4b. Do you expect to work for pay after marriage?	2.3%/ 1.5%	0.5%/ 6.3%	2.7%/ 41.4%	78.4%/ 42.5%
15.8%/ 9.3%	4c. Do you expect your spouse to work for pay before marriage?	4.1%/ 0.7%vc	15.3%/ 1.1%	45.5%/ 16.4%	19.4%/ 72.4%
[illegible]%/ 7.8%	4d. Do you expect your spouse to work for pay after marriage?	8.1%/ 0.7%	21.6%/ 1.5%	37.4%/ 9.0%	17.6%/ 81.0%

5. Do you think sex discrimination in the labor force is a problem? (check one)

5.4%/3.0% _____1. No, it is not a problem.
40.5%/36.2% _____2. Yes, but it is not too serious.
32.9%/48.1% _____3. Yes, it is a serious problem.
17.6%/11.6% _____4. I'm not sure.

Missing: 3.6%/1.1%

6. At this moment, do men and women have the same opportunity to obtain good, well paying jobs?

14.4%/8.2% _____1. definitely yes
35.1%/34.0% _____2. probably yes
35.1%/36.2% _____3. probably not
14.4%/21.3% _____4. definitely not

Missing: 0.9%/0.4%

7. Do you think women should share the responsibility with men for working for pay to support their household? (check one)

18.0%/33.2% _____1. Yes, the woman should always work for pay as well as the man.
44.1%/39.9% _____2. Yes, the woman should work for pay, but only if the household needs the money.
28.4%/23.1% _____3. No, the woman doesn't have to work for pay, unless she wants to.
7.7%/3.0% _____4. No, the woman should not work for pay since her main responsibility is to the household.

Missing: 1.8%/0.7%

Part II

8. The amount of reading in this unit on career options was:

8.6%/3.0% ____1. too much
79.7%/84.7% ____2. about right
10.4%/9.3% ____3. too little

Missing: 1.4%/3.0%

9. Do you think this unit on career options is helpful for students like yourself?

30.6%/38.1% ____1. definitely yes
50.9%/48.1% ____2. probably yes
12.6%/10.1% ____3. probably not
4.1%/2.2% ____4. definitely not

Missing: 1.8%/1.5%

10. There were five lessons in this unit on broadening career options. Give your opinion on these lessons by checking the lesson that best answers each question in 10a-10d. Check just one lesson per question.

Missing:		lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
[illegible]/ 6.2%	10a. Which lesson did you like the best?	10.8%/ 15.3%	17.1%/ 16.0%	4.5%/ 4.9%	42.3%/ 41.0%	18.0%/ 16.0%
	10b. Which lesson did you like the least?					
9.5%/ 8.8%	10c. From which lesson did you learn the most?	16.2%/ 10.8	24.8%/ 29.5%	17.6%/ 20.1%	22.5%/ 23.5%	9.5%/ 7.8%
	10d. From which lesson did you learn the least?					

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Differences in Performance Related to Teachers' Sex

The average pretest score on a 12-point achievement measure for students with male teachers was 7.16 points and for students with female teachers, it was 6.62 points. This 1.54-point difference was statistically significant, indicating that students with male teachers were more knowledgeable at the beginning. At the conclusion of instruction the average posttest score on a parallel 12-point achievement test was 8.44 points for students with male teachers and 7.88 for students with female teachers, and after adjusting the posttest scores for initial pretest differences, the differences between students with male and female teachers were not statistically significant. Finally, the pretest-posttest gains for students with male and female teachers were statistically significant, indicating that both groups benefited from the course. The results of these analyses are reported in Table 18.

Table 18: Relationships Between Teachers' Sex and Students' Achievement

Test	Type of Student	N	Mean	Standard Deviation	df	t-value	Significance
Pretest	Students with male teachers	181	7.16	2.39	501	2.44	<.01
	Students with female teachers	321	6.62	2.38			

Test	Type of Student	N	Mean	Standard Deviation	ANOCOVA F	Significance
Posttest	Students with male teachers	188	8.44	2.56	.78	ns
	Students with female teachers	304	7.88	2.27		

Test	Type of Student	N	Mean	Standard Deviation	Correlation	df	t-value	Significance
Pretest	Students with male teachers	174	7.09	2.32	.57	173	8.26	<.01
Posttest			8.49	2.49				
Pretest	Students with female teachers	302	6.60	2.38	.48	301	9.41	<.01
Posttest			7.89	2.29				

There were several statistically significant relationships between teachers' sex and their students' attitudes about sex discrimination and the course. Among them, 86.4% of the students with female teachers, but only 77.4% of the students with male teachers thought that sex discrimination in the labor force was a problem (SRQ #5), indicating that students with female teachers were more aware and possibily sensitive to sex bias. However, more students with female teachers (51.9%) than with male teachers (36.4%) stated that men and women have the same opportunity to obtain good, well-paying jobs (SRQ #6). In view of the first result, this finding suggests that female teachers might have placed more emphasis on the course, and in particular, on that part of the course dealing with legislation outlawing sex discrimination. This interpretation is also supported by the significant Chi-square test between teachers' sex and SRQ #9, in which 41.2% of the students with female teachers compared to 24.3% of the students with male teachers, responded "definitely yes" when asked if the course was helpful for students like themselves. The results of these analyses are summarized in Table 19.

Table 19: Relationships Between Teachers' Sex and Students' Attitudes

Chi-Square Test Between Teachers' Sex and Students' Attitudes	N	χ^2	df	Significance
SRQ #4B-Do you expect to work for pay after marriage?	444	3.95	3	ns
SRQ #4D-Do you expect your spouse to work for pay after marriage?	448	6.82	3	ns
SRQ #5-Do you think sex discrimination in the labor force is a serious problem?	493	9.32	3	$<.05$

Table 19, continued

SRQ #6-Do men and women have the same opportunity to obtain good, well-paying jobs?	501	17.40	3	<.01
SRQ #7-Do you think women should share the responsibility with men for working for pay to support their families?	498	3.97	3	ns
SRQ #9-Do you think this unit is helpful for students like yourself?	496	21.60	3	<.01

Differences in Performance Related to Level of Schooling

On the 12-point achievement pretest, the average score was 6.98 points for high school students, 3.66 points for junior high school students, and 8.65 points for community college students. As could be expected, when tested using analysis of variance, these mean scores were found to be statistically significantly different, and that, in particular, junior high school students were significantly less knowledgeable than the other students. The three groups' mean posttest scores of 8.12, 5.61, and 10.14 points respectively, were then adjusted to account for pre-instruction differences in knowledge and were compared using analysis of covariance, and the adjusted mean posttest scores were found to be statistically significantly different. Further analysis using Newman-Keuls tests revealed that junior high students did not learn as much as high school or community college students; however, all these levels of schooling did make statistically significant pretest-posttest gains as measured by dependent t-tests. The results of these analyses are presented in Table 20.

Table 20: Relationships Between Level of Schooling and Students' Achievement

Test	Level of Schooling	N	Mean	Standard Deviation	F-value	Significance
Pretest	Jr. High School	401	6.98	2.15	77.28	<.01
	High School*	50	3.66	1.84		
	Community College	51	8.65	1.88		

Test	Level of Schooling	N	Mean	Standard Deviation	ANOCOVA F-value	Significance
Posttest	Jr. High School	385	8.12	2.22	3.24	<.05
	High School	51	5.61	2.00		
	Community College	56	10.14	1.81		

Test	Level of Schooling	N	Mean	Standard Deviation	Correlation	df	t-value	Significance
Pretest	Jr. High School	379	6.99	2.13	.44	378	10.09	<.01
Posttest			8.13	2.23				
Pretest	High School	48	3.65	1.84	.52	47	7.25	<.01
Posttest			5.61	2.01				
Pretest	Community College	49	8.64	1.87	.48	4g	8.28	<.01
Posttest			10.14	1.81				

* High School includes secondary students in Vocational Schools

Level of schooling also provided many significant attitude patterns. More junior high school students than high school or community college students stated that they would not work before marriage, with 14% of the junior high school students but less than 1% of the other students responding "definitely no" (SRQ #4B). More than 50% of junior high school students, but less than 25% of the other students, believed that women should always work for pay just like a man (SRQ #7). However, when asked if sex discrimination in the labor force is a problem (SRQ #5), over 40% of the junior high school students said they were unsure of the answer. Regular and vocational high school students were also in disagreement on this question with 42.7% of the regular high school students compared to 28.1% of the vocational high school students responding that sex discrimination in the labor force is a "serious" problem. Additionally, community college students were least sure (30.4% responded yes) and junior high school students were most sure (69.3% responded yes) that men and women have the same opportunity to obtain food, well-paying jobs. Finally, in terms of students' enjoyment of the course, junior high school students were most enthusiastic (98% gave positive responses) and vocational high school students were least enthusiastic (66.6% gave positive responses). The results of the Chi-square tests of relationships between level of schooling and students' attitudes are presented in Table 21.

It should be noted that the junior high students were primarily Black and economically disadvantaged, and most of their mothers were working.

Table 21: Relationships Between Level of Schooling and Students' Attitudes

Chi-Square Test Between Level of Schooling and Students' Attitudes	N	X^2	df	Significance
SRQ #4B-Do you expect to work for pay after marriage?	444	39.07	9	$<.01$
SRQ #4D-Do you expect your spouse to work for pay after marriage?	448	6.22	9	ns
SRQ #5-Do you think sex discrimination in the labor force is a serious problem?	493	51.59	9	$<.01$
SRQ #6-Do men and women have the same opportunity to obtain good, well-paying jobs?	501	40.08	9	$<.01$
SRQ #7-Do you think women should share the responsibility with men for working for pay to support their families?	498	24.9	9	$<.01$
SRQ #9-Do you think this unit is helpful for students like yourself?	496	55.29	9	$<.01$

Differences in Performance Related to Region

The average score on the pretest was 6.35 points for students in northern Illinois, 7.57 points for students in central Illinois, and 6.81 for students in southern Illinois. When tested with analysis of variance, the differences between the average pretest scores were found to be statistically significant, with students in central Illinois demonstrating a greater degree of knowledge than students in other regions of the state. The three groups' average posttest scores were then compared using analysis of covariance to adjust for pre-instruction differences and the groups' posttest scores were found to be significantly different. Further analysis using Newman-Keuls tests revealed that students in southern Illinois had significantly lower adjusted posttest scores than did students in central or northern Illinois; however, students in all three regions did achieve statistically significant pretest to posttest gains as measured by dependent t-tests. The results of these analyses are presented in Table 22.

Table 22: Relationships Between Region and Students' Achievement

Test	Region	N	Mean	Standard Deviation	F-value	Significance
Pretest	northern	192	5.35	2.16	9.74	<.01
	central	117	7.57	2.07		
	southern	193	6.81	2.68		

Test	Region	N	Mean	Standard Deviaiton	ANOCOVA F-value	Significance
Posttest	northern	187	7.65	2.42	5.21	<.05
	central	118	9.31	2.02		
	southern	187	7.76	2.34		

Test	Region	N	Mean	Standard Deviation	Correlation	df	Dependent t-value	Significant
Pretest	northern	185	6.36	2.14	.54	184	8.08	<.01
Posttest			7.66	2.40				
Pretest	central	115	7.50	2.04	.47	114	15.84	<.01
Posttest			9.28	2.01				
Pretest	southern	176	6.81	2.66	.53	175	5.14	<.01
Posttest			7.75	2.31				

Only two significant relationships were found between the region of the state in which a school was located and students' attitudes towards sex discrimination and the course. More students in central Illinois (30.3%) than in northern Illinois (13.1%) or southern Illinois (14.7%) stated that men and women do not have the same opportunity to obtain good, well-paying jobs (SRQ #6). But, students in southern Illinois were most enthusiastic about the course with 43.1% indicating that it was definitely helpful for students like themselves 31.3% indicating that it was probably useful in comparison to 34.2% and 49.6% of the students in central Illinois and 27.2% and 60.2% of the students in northern Illinois, respectively. The results of the Chi-square tests of the relationships between region and student attitudes are found in Table 23.

Table 23: Relationships Between Region and Students' Attitudes

Chi-Square Test Between Region and Students' Attitudes	N	X^2	df	Significance
SRQ #4B-Do you expect to work for pay after marriage?	444	11.05	6	ns
SRQ #4D-Do you expect your spouse to work for pay after marriage?	448	1.67	6	ns
SRQ #5-Do you think sex discrimination in the labor force is a serious problem?	493	11.68	6	ns
SRQ #6-Do men and women have the same opportunity to obtain good, well-paying jobs?	501	21.51	6	$<.01$
SRQ #7-Do you think women should share the responsibility with men for working for pay to support their families?	498	4.90	6	ns
SRQ #9-Do you think this unit is helpful for students like yourself?	496	19.09	6	$<.01$

Differences in Performance Related to Demography

On the 12-point achievement pretest, students from non-metropolitan areas achieved an average score of 7.68 points and students in metropolitan areas achieved an average score of 6.21 points. The difference between the pretest scores was statistically significant, indicating that students in non-metropolitan areas were more knowledgeable before instruction. The post-instruction average scores were 8.51 and 7.80 points for non-metropolitan and metropolitan students respectively. After adjusting for students' preinstruction status by using analysis of covariance, the metropolitan students' posttest scores were found to be significantly greater than the non-metropolitan students'; however, both groups of students made significant pretest to posttest gains in learning as measured by dependent *t*-tests. The results of these analyses, which are presented in Table 24, both metropolitan and non-metropolitan students made significant gains in knowledge from pretest to posttest, the greatest gains were made by metropolitan students, who were initially less knowledgeable but that non-metropolitan students achieved higher average pretest and posttest scores.

Table 24: Relationships Between Demography and Students' Attitudes

Test	Demography	N	Mean	Standard Deviation	F-value	Significance
Pretest	Non-Metropolitan	207	7.68	2.01	50.09	<.01
	Metropolitan	295	6.21	2.46		

Test	Demography	N	Mean	Standard Deviation	ANOCOVA F-value	Significance
Posttest	Non-Metropolitan	201	8.51	1.91	6.45	<.01
	Metropolitan	291	7.80	2.65		

Test	Demography	N	Mean	Standard Deviation	Correlation	Dependent t-value	Significance
Pretest	Non-Metropolitan	198	7.65	1.98	.53	5.53	<.01
Posttest			8.51	2.45			
Pretest	Metropolitan	283	6.24	1.90	.49	11.24	<.01
Posttest			7.83	2.64			

The relationships of school demography to students' attitudes toward sex bias and the course were investigated through a series of Chi-square analyses and it was found that non-metropolitan students were more sensitive than metropolitan students to the problems of sex discrimination. For example, when asked if sex discrimination in the labor force is a problem, 49.5% of the non-metropolitan students compared to 37.2% of the metropolitan students responded "definitely yes" (SRQ #5) and when asked if men and women have the same opportunity to obtain good, well-paying jobs, 53.7% of the non-metropolitan students but only 35.0% of the metropolitan students responded affirmatively. The results of these analyses are summarized in Table 25.

Table 25: Relationships Between Demography and Students' Attitudes

Chi-Square Test Between Demography and Students' Attitudes	N	X^2	df	Significance
SRQ #4B-Do you expect to work for pay after marriage?	444	3.77	3	ns
SRQ #4D-Do you expect your spouse to work for pay after marriage?	448	3.50	3	ns
SRQ #5-Do you think sex discrimination in the labor force is a serious problem?	493	16.78	3	$<.01$
SRQ #6-Do men and women have the same opportunity to obtain good, well-paying jobs?	501	18.65	3	$<.01$
SRQ #7-Do you think women should share the responsibility with men for working for pay to support their families?	498	5.90	3	ns
SRQ #9-Do you think this unit is helpful for students like yourself?	496	2.32	3	ns

Conclusions

The indepth analyses showed that male and female students learned and enjoyed the course equally well, but that female students tended to be more sensitive to the problems of sex discrimination. Students with male and female teachers also learned equally well, but students with female teachers were more sensitive to sex discrimination and found the course to be more beneficial. In terms of level of schooling, junior high school students, who were less knowledgeable than other students prior to instruction and who did not achieve as great a pretest-to-posttest gain in knowledge as did high school and community college students, were the most enthusiastic about the course. Vocational high school students tended to be less concerned with sex discrimination than their regular high school counterparts. Students in southern Illinois made a smaller gain in learning and enjoyed the course more than students central or northern Illinois. In non-metropolitan areas, students attained a greater pretest-to-posttest gain and were more aware of the problems of sex discrimination than in metropolitan areas although on the average, students in metropolitan areas attained higher pretest and posttest achievement scores. Lastly, no matter how students were divided, according to sex, level of schooling, etc., significant gains in learning were achieved.

Because all students learned as a consequence of their participation in the course and enjoyed the experience, it may be concluded that Expanding Career Horizons can be effectively used with male and female students in all parts of Illinois and at all secondary grade levels.

APPENDIX A

Pretest-Posttest

(1) Before the first lesson, divide the total number of students in your class by 3 in order to get the number of A's, B's and C's you will need for testing. Thus, if you have 25 students , you would need 9 A's, 8 B's, and 8 C's. (You could also have 8 A's, 9 B's, and 8 C's. Choose the procedure that is most efficient.)

(2) Mix the tests together in a random way.

(3) From the class roster, place each student's name in the appropriate space on the tests. This procedure is similar to randomly assigning tests to students. You should record each student's name and the pretest letter on the special form (See attached).

Student's Name	Pretest Letter	Posttest Letter
Abel, Alice	C	
Baker, Bob	C	
Coles, Carol	B	
Denver, David	A	

(4) Immediately before the first lesson, distribute the pretests.

(5) Sometime before administering the posttest, assign students a posttest and write their names on the appropriate space in the test. This will facilitate distribution of the posttests.

(6) The posttests should be distributed immediately at the conclusion of the last lesson according to the following plan:

A student who took pretest A should take posttest B

A student who took pretest B should take posttest C

A student who took pretest C should take posttest A

If a student takes an A pretest, s/he takes a B posttest.

Key: - If a student takes a B pretest, s/he takes a C posttest.

If a student takes a C pretest, s/he takes an A posttest.

Teacher's Name:_____

Class:_____

Student's Name	Pretest Form	Posttest Form

For example:

Student's Name	Pretest Letter	Posttest Letter
Abel, Alice	C	A
Baker, Bob	C	A
Coles, Carol	B	C
Denver, David	A	B

Student's Reaction Questionnaire

This questionnaire is divided into two parts. The first part asks for some background information (about yourself) and for your opinions about sex discrimination in the labor force. The second part asks for your opinions about the special unit you've been taking in broadening career options. The information you provde will be used to improve the unit and make it more useful and interesting.

School: _____ Teacher: _____

Grade_____ Period:_____ Are you: _____ Male _____ Female

PART I:

1. Have you ever taken a class or had a special career guidance unit in which you learned about career opportunities?

   _____1. no

   _____2. yes

   _____3. not sure

2. In the first row (question 2a) check the number corresponding to the highest level of education achieved by your father and in the second row (question 2b) your mother. In the third row (question 2c), check the number corresponding to the highest level of education that you expect to achieve.

	grade school (1)	some high school (2)	high school graduate (3)	some college or other high school training (4)	college graduate (5)	other college advanced degree (6)	don't know (7)
2a. your father	____	____	____	____	____	____	____
2b. your mother	____	____	____	____	____	____	____
2c. yourself in the future	____	____	____	____	____	____	____

3. Do you plan to marry?

   _____1. no

   _____2. yes

   If you answered no, please skip to question #5.

4. For question 4a - 4d, check the number of the most appropriate choice for yourself and your spouse.

	definitely not (1)	probably not (2)	probably yes (3)	definitely yes (4)
4a. Do you expect to work for pay before marriage?	_____	_____	_____	_____
4b. Do you expect to work for pay after marriage?	_____	_____	_____	_____
4c. Do you expect your spouse to work for pay before marriage?	_____	_____	_____	_____
4d. Do you expect you your spouse t work for pay after marriage?	_____	_____	_____	_____

5. Do you think sex discrimination in the labor force is a problem? (Check one)

_____1. No, it is not a problem.

_____2. Yes, but it is not too serious.

_____3. Yes, it is a serious problem.

_____4. I'm not sure.

6. At this moment, do men and women have the same opportunity to obtain good, well-paying jobs?

_____1. definitely yes

_____2. probably yes

_____3. probably not

_____4. definitely not

7. Do you think women should share the responsibility with men for working for pay to support their household? (Check one)

_____1. Yes, the woman should always work for pay as well as the man.

_____2. Yes, the woman should work for pay, but only if the household needs the money.

_____3. No, the woman doesn't have to work for pay unless she wants to.

_____4. No, the woman should not work for pay since her main responsibility is to the household.

PART II

8. The amount of reading in this unit on career options was

_____1. too much

_____2. about right

_____3. too little

9. Do you think this unit on career options is helpful for students like yourself?

_____1. definitely yes

_____2. probably yes

_____3. probably not

_____4. definitely not

10. There were five lessons in this unit on broadening career options. Give your opinion of these lessons by checking the lesson that best answers each question in 10a - 10d. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupations
10a. Which lesson did you like the best?	_____	_____	_____	_____	_____
10b. Which lesson did you like the least?	_____	_____	_____	_____	_____

10c. From which lesson did you learn the most?

10d. From which lesson did you learn the least?

____	____	____	____	____
____	____	____	____	____

11. What changes would you recommend in the unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

Teacher's Reaction Questionnaire

This questionnaire is designed to solicit your opinions of the curriculum unit on broadening career options and your views on sex discrimination. This information will be used to help revise the materials and will be held in strictest confidence.

Thank you very much for your cooperation.

Name _____ School_____ Sex: ___M ___F

For this class: grade _____ period _____ subject area_____

STUDENT MATERIALS Questions 1-8 deal with the appropriateness of the materials for students.

1. The objectives are understandable for my students

   _____infrequently _____sometimes _____generally

2. The objectives are appropriate for my students

   _____infrequently _____sometimes _____generally

3. The sequence of instruction was easy to follow

   _____infrequently _____sometimes _____generally

4. The amount of reading was appropriate for my students.

   _____infrequently _____sometimes _____generally

5. The exercise activities were instructive

   _____infrequently _____sometimes _____generally

6. The number of lessons was

   _____too many _____about right _____too few

7. The length of the overall unit was

   _____too long _____about right _____too short

8. There were five lessons in this unit on broadening career options. Give your opinion of these lessons by checking the lesson that best answers the question. Check just one lesson per question.

	lesson #1 sex stereotyping	lesson #2 laws prohibiting sex discrimination	lesson #3 labor force participation of women	lesson #4 wages and the costs of living	lesson #5 choosing occupation
a. Which lesson was <u>most</u> worthwhile for your students?	____	____	____	____	____
b. Which lesson was <u>least</u> worthwhile for your students?	____	____	____	____	____
c. Which lesson was <u>most</u> instructive for your students?	____	____	____	____	____
d. Which lesson was <u>least</u> instructive for your students?	____	____	____	____	____

9. Do you think that this unit was of value for your students?

_____1. definitely yes

_____2. probably yes

_____3. probably not

_____4. definitely not

TEACHER MATERIALS Questions 10-13 deal with the appropriateness of the teacher's materials.

10. The objectives of this unit on broadening career options are clearly stated

_____infrequently _____sometimes _____generally

11. The instructions for the teacher are clear

_____infrequently _____sometimes _____generally

12. The instructions for the teacher are comprehensive

_____infrequently _____sometimes _____generally

13. The special hints and information are valuable

_____infrequently _____sometimes _____generally

14. Would you recommend this unit to other teachers?

_____1. definitely yes

_____2. probably yes

_____3. probably not

_____4. definitely not

15. Do you think sex discrimination in the labor force is a problem? (Check one)

_____1. No, it is not a problem

_____2. Yes, but it is not too serious

_____3. Yes, it is a serious problem

_____4. I'm not sure.

16. In your opinion, at this moment, do men and women have the same opportunity to obtain equally good, well-paying jobs? (Check one)

_____1. definitely yes

_____2. probably yes

_____3. probably not

_____4. definitely not

17. How frequently have you been involved in each of the following activities. Check one answer for each question.

	1. very frequently	2. frequently	3. sometimes	4. infrequently	5. very infrequently
a. teach specific units on career opportunities	_____	_____	_____	_____	_____
b. give personal educational/ career couseling	_____	_____	_____	_____	_____
c. regularly give educational/career counseling	_____	_____	_____	_____	_____
d. give educational/ career guidance tests	_____	_____	_____	_____	_____

18. What changes would you recommend in this unit? Please use this space for any comments you might have about the unit and/or sex discrimination.

APPENDIX B

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Your Name_____ School_____

Teacher's Name_____ Circle one: Male Female

Subject_____ Date_____

PRETEST

1. Wanted: Salesclerk, for sporting goods department; must be familiar with football and boxing uniforms and equipment; must be friendly and enjoy working with athletes.

   Is the above job description sex stereotyped?

   A. Yes, a female stereotype.

   B. Yes, a male stereotype.

   C. No, there is no stereotype.

2. Which of the following statements is an example of sex stereotyping?

   A. Movie stars are temperamental.

   B. Scientists are smart.

   C. Lawyers are argumentative.

   D. Judges are fatherly.

3. According to Title VII, men and women who have the same job and the same employer must be given all of the following EXCEPT:

   A. Special recreational facilities.

   B. The same opportunity for promotion.

   C. The same number of sick leave days.

   D. Equal working conditions.

4. In Jones County, the qualifications for a police officer include that the candidate must be over 5'10"; the candidate

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must weigh more than 150 lbs.; and the candidate must have and IQ of 110.

Since more men fit this description than women, Jones County did not bother to interview any female candidates even if they met the qualifications.

What, if anything, in the above situation is illegal according to the current sex discrimination laws like Title VII of the Civil Rights Act?

A. There were too many qualifications.

B. An IQ of 110 is not necessary.

C. Qualified female applicants were not interviewed.

D. Most women and some men who weigh 175 lbs. are too fat.

E. There was no illegal sex discrimination.

5. Women are what percent of the current labor force?

A. Less than 25%.

B. 25-50%.

C. 51-75%.

D. More than 75%.

6. Which of the following is likely to be the <u>lowest</u> paying job?

A. Secretary

B. Foreman

C. Farmer

D. Truck Driver

7. Which of the following job areas is least likely to be occupied by a woman?

A. Elementary school teachers

B. Secretaries

C. Dress shop owners

D. Salesclerks

8. Eva has a college degree in physical science. After being a housewife and not working for 20 years, Eva wanted a career. What kind of job is Eva LEAST likely to find?

A. Waitress

B. Salesclerk

C. Journalist

D. Secretary

9. Harold and Cathy are both well-paid architects. They would like to start a family. Which of the following ways of caring for their child is likely to cost the MOST amount of money?

A. Harold or Cathy quits work.

B. Harold and Cathy hire a sitter.

C. Harold's mother takes care of the child in return for room and board.

D. Harold and Cathy enroll their child in a day care center.

10. Paul owns three dress stores. His wife, JoAnn raises their family and helps Paul when needed with the bookkeeping. What are JoAnn's chances of getting a job as a professional bookkeeper when her family is grown?

A. Good, JoAnn is probably a good bookkeeper.

B. Poor, JoAnn has never held a "real" bookkeeping job.

C. Good, most employers like women who have worked in their husband's business.

D. Poor, JoAnn will probably not be able to find a job opening as a bookkeeper.

11. Why is the following question from a career guidance test NOT helpful? "Do you like to work on cars?"

    A. The statement is directed towards girls' experiences.

    B. The statement is directed towards boys' experiences.

    C. There are no problems with this statement.

12. What are career guidance tests supposed to measure?

    A. Your job experiences.

    B. Your career preferences.

    C. Your knowledge of career opportunities.

Your Name_____ School_____

Teacher's Name_____ Circle One: Male Female

Subject_____ Date_____

POSTTEST

1. Wanted: Administrator, must have Masters Degree or equivalent; business experience desirable but not necessary; must be able to relate to students.

   Is the above job description sex stereotyped?

   A. Yes, a female stereotype.

   B. Yes, a male stereotype.

   C. No, there is no stereotype.

2. Which of the following statements is an example of sex stereotyping?

   A. Film producers are very tempermental.

   B. Nurses are motherly.

   C. Plumbers usually smoke cigars.

   D. Mathematicians can solve multiplication problems in their heads.

3. According to Title VII, men and women who have the same job and the same employer, must be given all of the following EXCEPT:

   A. Similar job titles.

   B. Equal amounts of vacation time.

   C. The same benefits.

   D. Day care centers for children.

4. At the Barton Steel Mill, the male typists are paid $4.00 per

hour and the female typists are paid $3.65 per hour.

What, if anything, in the above situation is illegal according to current sex discrimination laws like Title VII of the Civil Rights Act?

A. Men and women do not receive equal pay for the same work.

B. The steel mill underpays its typists.

C. The female typist's job is misclassified.

D. The steel mill should not have both males and females as typists.

E. There is no illegal sex discrimination.

5. Compared to the income of families headed by a man, the income of families headed by a woman is:

A. Less than one-half the income of a male-headed family.

B. About one-half the income of a male-headed family.

C. The same as the income of a male-headed family.

D. About twice the income of a male-headed family.

6. Compare the wages in the job areas most occupied by men to the wages in the job areas most occupied by women.

A. The wages in the job areas most occupied by men are higher.

B. The wages in the job areas most occupied by men and by women are about the same.

C. The wages in the job areas most occupied by women are higher.

D. There are too many different salary levels for men and women to be able to see a difference.

7. Which of the following job areas is <u>least</u> likely to be occupied by a <u>man</u>?

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A. Truck drivers

B. Farmers

C. Salesclerks

D. Office Manager

8. Joan quit college to marry Frank. For twelve years Joan did not work until Frank lost his job. What kind of job is Joan LEAST likely to find?

A. Taxi driver

B. Salesclerk

C. Bookkeeper

D. Office manager

9. Alice and Steve both have college degrees in computer programming and have worked for the same company. When they got married Alice quit her job, but often helped Steve with his work. After ten years, Alice and Steve are getting a divorce. Will Alice be able to get a job that pays the same amount of money as Steve's?

A. Probably yes, because it is hard to find female programmers.

B. Probably not, because Steve has received salary increases since Alice quit.

C. Probably yes, because Alice has continued to work with Steve from time to time.

D. Probably not, because most companies do not approve of divorced women.

10. As soon as she was graduated from high school, Mary got married. While her children were young, Mary used to volunteer some of her time as a social worker at the City of Mercy. Which of the following activities is LEAST likely to improve Mary's chances of finding a full-time job as a social worker when her family is grown?

    A. Going back to school to get a degree in social work.

    B. Asking for recommendations from the City of Mercy.

    C. Trying to get some work experience as a paid social worker.

    D. Volunteering more time at the City of Mercy.

11. Why is the following question from a career guidance test NOT helpful? "Do you like to sew your own clothes?"

    A. It is directed towards girls' experiences.

    B. It is directed towards boys' experiences.

    C. There are no problems with this statement.

12. What is the best way to interpret your score on a career guidance test?

    A. You should definitely NOT try for a career if you get a low score in a particular job.

    B. You should definitely try for a career if you get a high score in that area.

    C. You should let the test suggest careers for which you are probably suited.

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